

DOCUMENT RESUME

ED 156 989

CG 012 684

TITLE A Survey of the Opinions of School Psychologists, Administrators, Teachers, and University Trainers on the Delivery of Psychological Services in South Carolina's Public Schools.

INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.

PUB DATE Mar 78

NOTE 81p.

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.

DESCRIPTORS *Administrative Personnel; *Delivery Systems; Elementary Secondary Education; *Opinions; *Psychological Services; *Public Schools; Questionnaires; Research Projects; *School Psychologists; Teachers; Trainers

ABSTRACT

This report provides information to the Department of Education, university trainers, school psychologists, district superintendents and legislators to assist in short- and long-range planning for the efficient delivery of school psychological services. Though specifically designed for use in South Carolina, the model could be used by any state wishing to obtain similar information. Questionnaires were mailed to public school administrators, teachers, school psychologists and university trainers, resulting in an extensive data base of existing practices and needed areas for improvement. The questionnaire was designed to elicit respondents' opinions in the following areas: (1) the current status of the delivery of school psychologists' services; (2) the priority service needs for local educational agencies as they relate to school psychologists' services; (3) the needs of university training programs, especially concerning service delivery to handicapped children; and (4) recommendations to improve the quality of school psychologists' services. The report was developed in order to help implement Public Laws 93-380 and 94-142, which mandate the provision of a free and appropriate education for all handicapped children. (Author/BP)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED156989

A Survey of the Opinions of School Psychologists, Administrators, Teachers, and University Trainers on the Delivery of Psychological Services in South Carolina's Public Schools

South Carolina Department of Education
Cyril B. Busbee, Superintendent
Division of Instruction
Charlie G. Williams, Deputy Superintendent
Office of Programs for the Handicapped
Robert S. Black, Director

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM "

A SURVEY OF THE OPINIONS OF
SCHOOL PSYCHOLOGISTS, ADMINISTRATORS,
TEACHERS, AND UNIVERSITY TRAINERS ON THE DELIVERY
OF PSYCHOLOGICAL SERVICES IN
SOUTH CAROLINA'S PUBLIC SCHOOLS

Prepared by
The Office of Programs for the Handicapped

Paul L. Evans, Consultant
Psychological Services

March 1978

FOREWORD

With the passage by the United States Congress of Public Law 93-380 and Public Law 94-142, a major impetus has been formulated for the provision of a free and appropriate education for all handicapped children. Fulfilling the requirements of these acts and similar state mandates requires the cooperation and teamwork of professional organizations, legislators, local education agencies, and the State Department of Education to insure that adequate personnel projections have been made to meet additional service demands. To assist in the difficult task of providing a data base for such projections, the Office of Programs for the Handicapped, of the South Carolina Department of Education, has developed this special report on psychological services in South Carolina. It is our hope that the current document and future efforts will aid South Carolina in the continued development of quality services for school children in our state.

Robert S. Black, Director
Office of Programs for the Handicapped

TABLE OF CONTENTS

I. Introduction	1
II. Number and Kind of School Psychologists in South Carolina	3
III. The Preparation of School Psychological Personnel	15
IV. Questionnaire on the Certification of School Psychologists and Educational Evaluator	17
VI. Teacher/Administrator Questionnaire	33
VI. Practitioner Questionnaire	38
VII. Summary and Recommendations	45
VIII. Appendixes	47
IX. Evaluation Form	69

INTRODUCTION

This is a report of a survey of opinions of school psychologists, public school administrators, teachers, and university trainers as they relate to the current status of service delivery and school psychology in South Carolina. A major objective of this report is to provide information to the Department of Education, university trainers, school psychologists, district superintendents, and legislators to assist in short- and long-range planning for the efficient delivery of psychological services in South Carolina. The data that is presented in this report was completed after extensive field-based input effort. Through the use of questionnaires, which were disseminated by mail to public school administrators, teachers, school psychologists, and university trainers, an extensive data base of existing practices (and needed areas for improvement) was established. Working from this data base, the information presented in this report was developed. More specifically, this survey was designed to provide data to assist in answering the following questions:

1. What are the opinions of school psychologists, administrators, teachers, and university trainers relative to the current status of the delivery of school psychologists' services in South Carolina schools?
2. What are the priority service needs for local educational agencies as they relate to school psychologists' services?
3. What are the needs of South Carolina's school psychologists and university training programs, e.g., as they relate to the extensive pressure placed upon school personnel to fulfill the mandate of guaranteeing to each handicapped child the right to a free and appropriate education?
4. What recommendations can be made for the improvement of the quality of school psychologists' services in South Carolina?

Questionnaires

The content and format of the questionnaires used to collect opinions were developed from a series of similar approaches used by Texas Psychological Association.¹ Item statements were shaped and refined in accordance with the questions to be answered by this report. There were three questionnaires in all:

1. *Questionnaire on Certification Requirements* (Appendix A). This was mailed to all school psychologists and school psychology training programs in South Carolina.
2. *A Teacher-Administrator Questionnaire* (Appendix B). This was disseminated by school psychologists to teachers and administrators.
3. *Practitioner Questionnaire* (Appendix C). This questionnaire was mailed to practicing school psychologists and university trainers in South Carolina.

¹Texas Psychological Association, *Report on Psychology in the Schools* (Austin, Texas: June 1974).

Analysis of the Data

A special computer program was written for the analysis of each questionnaire. For the certification questionnaire, the data is expressed in frequencies and percentages. Owing to the overwhelming response to the teacher-administrator questionnaire (over 1,000 forms were returned), the data is expressed in terms of a random sample of respondents, thus omitting the actual *Ns*, but including the percent of response. For the practitioner questionnaire, in computing and analyzing the data, frequencies, means and standard deviations were the statistical calculations used. The mean was considered the index of importance and the standard deviation the index of consensus.

For analysis of task descriptors, a low mean rating was an indication of high rank, or high priority, while a high standard deviation (i.e., above 1.00), was indicative of a wide range of disagreement among the respondents. Following this logic, the higher the mean, the lower the rank or the priority for that task; the lower the standard deviation (SD), the greater the consensus on the mean score among the respondents.

Additional Information

In addition to questionnaire summaries, a status report on the number and kind of school psychological services available in South Carolina for the 1975-76, 1976-77, and the 1977-78 school years is provided. Comparisons are made delineating trends in certification and differences in practitioner levels over the three-year period. A pictorial representation of the number of school psychologists and educational evaluators by district for the 1977-78 school year is also included. Finally, the results of a university-trainer questionnaire, which was sent to Dr. Ralph Tindall, Professor/Director of the training program in school psychology at the University of South Carolina, and to Dr. Reid Johnson, Director of the Winthrop College School Psychology Training Program, are presented.

It is our hope that this report will contribute to improving and expanding psychological services for public school children in South Carolina.

THE NUMBER AND KIND OF SCHOOL PSYCHOLOGISTS IN SOUTH CAROLINA

The history of school psychology in South Carolina is closely related to special education programs, for it was through special education that many school districts first employed school psychologists. In fact, many psychologists are currently employed because of special education. On November 6, 1970, the South Carolina State Board of Education approved the following procedures relative to the evaluation and placement of special education students:

For the purpose of fulfilling the requirements for the placement of an individual in programs of special education all evaluators must be approved by the State Department of Education or by school psychology training programs. There are four levels of evaluators: (a) Educational Evaluator, (b) Psychologist I, (c) Psychologist II, and (d) Psychologist III. Educational Evaluators and Psychologists I shall not be permitted to evaluate students for special placement except under the supervision of a Psychologist II or a Psychologist III.

Subsequent to the November 6, 1970 Board decision, certification standards were adopted for each of the four areas.

In January of 1976, 1977, and 1978, data was compiled relative to the number of school psychologists and educational evaluators in South Carolina. This information is shown in Tables I, II-A and II-B. Table I represents individual district ratios for school psychologists and educational evaluators in the 1975-76 school year. The first four columns represent the number of school psychologists and educational evaluators by school districts and level of certification. Column five indicates the total number of psychologists and column six, the total number of psychologists and educational evaluators. Column seven reflects an estimated district need (based on a 1/5000 ratio), and column eight indicates estimated district enrollment. If grant monies were used to pay for psychologists, it is shown in column nine. As shown at the bottom of Table I, a total of 124 school psychologists were employed in the 1975-76 school year.

Table II-A presents the school psychologists per pupil ratio for the 1976-77 school year by district. As shown at the bottom of Table II-A, a total of 160.3 school psychologists were employed by the districts for the 1976-77 school year. Additionally, seventy-four (74) educational evaluators were employed, establishing a total of 234.3 school psychologists and educational evaluators.

District summaries for the 1977-78 school year are found in Table II-B. For the 1977-78 school year 268 school psychologists and educational evaluators were employed.

In regard to psychologist/pupil ratio, for the 1975-76 school year, the psychologist/pupil ratio was 1/5014. The 1975-76 school year ratio, taking into consideration both educational evaluators and school psychologists, was somewhat smaller: 1/3701. For the 1976-77 school year, the school psychologist per pupil ratio was 1/3861. Further, the combined school psychologists and education evaluators per pupil figure for the 1976-77 school year was 1/2642. During the 1977-78 school year the combined ratio of educational evaluators and psychologists per pupil was 1/2303, while the school psychologist per pupil ratio was 1/3508. Although these ratios remain less than ideal, they do reflect a significant decrease in the potential caseload for school psychologists and educational evaluators in South Carolina.

TABLE I
DATA SUMMARY 1975-76

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
1 Abbeville		1	1		2	2	1	4,234	
2 Aiken		2	3	3	8	8	4.4	22,166	
3 Allendale							1	2,333	
4 Anderson									EHA-B
District 1	1					1	.9	4,574	
District 2	4					4	.7	3,619	
District 3			1		1	1	.5	2,371	
District 4							.5	2,310	
District 5	5		2		2	7	2.3	11,597	
TOTAL									
5 Bamberg							.4	2,084	EHA-B
District 1							.3	1,596	
District 2									
TOTAL									
6 Barnwell							.3	1,303	
District 19							.2	991	
District 29							.4	2,082	
District 45		1			1	1			
TOTAL									
7 Beaufort		1			1	1	1.8	9,155	
8 Berkeley	2	4			4	6	3.8	19,420	
9 Calhoun									
District 1	1					1	1	2,416	
TOTAL									
10 Charleston	1	6	3	2	11	12	10.1	50,113	
11 Cherokee			1		1	1	1.7	8,362	
12 Chester	1		1		1	2	1.4	7,164	
13 Chesterfield		1			1	1	1.7	8,510	
14 Clarendon									
District 1				1	1	1	.4	2,096	
District 2				1	1	1	.6	3,066	
District 3	1	1			1	2	.3	1,505	
TOTAL									

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
15 Colleton				1	1	1	1	6,263	
16 Darlington		2	3		5	5	2.5	12,380	
17 Dillon									
District 1							.2	1,200	
District 2	1	1			1	2	.9	4,554	
District 3							.4	1,875	
TOTAL									
18 Dorchester									
District 1							.3	1,654	
District 2		1			1	1	1.6	8,023	
District 3	1					1	.3	1,357	
TOTAL									
19 Edgefield			1		1	1	1	3,406	
20 Fairfield	1		2		2	3	1	4,548	
21 Florence									
District 1			2		2	2	2.7	13,693	
District 2			1		1	1	.3	1,420	
District 3		2			2	2	.9	4,773	
District 4	1					1	.3	1,617	
District 5							.2	1,206	
TOTAL									
22 Georgetown		1			1	1	1	8,908	
23 Greenville	3	4	5	1	10	13	10.5	52,543	
24 Greenwood									
District 50	2	1			1	3	1.8	9,162	
District 51							.2	1,259	
District 52		2	1		3	3	.3	1,436	
TOTAL									
25 Hampton									
District 1							.5	2,400	
District 2							.3	1,516	EHA-B
TOTAL									
26 Horry		1	1		2	2	3.6	18,014	
27 Jasper		1			1	1	1	2,948	
28 Kershaw			2		2	2	1.6	8,349	
29 Lancaster	1		2		2	3	2.2	10,975	

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
30 Laurens									
District 55	2		1		1	3	1.1	5,425	
District 56	1		1		1	2	7	3,789	
TOTAL									
31 Lee	1					1	1	4,113	
32 Lexington									
District 1	1		1		1	2	1.3	6,652	
District 2	1	1	1		2	3	2.2	11,049	
District 3							.5	2,520	
District 4							.3	1,484	EHA-B
District 5		1	1		2	2	1.5	7,709	
TOTAL									
33 McCormick							1	1,945	
34 Marion									
District 1		1			1	1	.6	2,987	
District 2							.6	2,871	
District 3		1			1	1	.2	841	
District 4							.1	478	
TOTAL									
35 Marlboro	1	1			1	2	1.4	7,154	
36 Newberry							1.2	6,448	
37 Oconee	2	1	1		2	4	1.9	9,657	EHA-B
38 Orangeburg									
District 1							.3	1,254	
District 2							.2	1,069	
District 3							.8	3,987	
District 4		2			2	2	.3	1,580	
District 5				1	1	1	1.2	6,244	
District 6							.2	1,250	
District 7							.2	1,080	
District 8							.1	551	
TOTAL									
39 Pickens	1		1		1	2	2.6	13,212	
40 Richland									
District 1	1	5	6	2	13	14	6.2	30,951	
District 2	2	1	3		4	6	2	9,818	
TOTAL									
41 Saluda							1	2,313	

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
42 Spartanburg									
District 1							.8	3,944	
District 2							1.2	6,069	
District 3		1			1	1	.7	3,311	
District 4			1		1	1	.5	2,533	
District 5							.8	4,125	
District 6		1			1	1	1.4	7,134	
District 7			4		4	4	2.2	11,063	EHA-B
TOTAL									
43 Sumter									
District 2		1			1	1	1.8	9,224	
District 17	5			1	1	6	1.9	9,736	
TOTAL									
44 Union		2			2	2	1.3	6,641	
45 Williamsburg		1			1	1	1.7	8,536	
46 York									
District 1			1		1	1	.7	3,398	
District 2		1			1	1	.5	2,623	EHA-B
District 3		1	1		2	2	2.4	11,815	
District 4			1		1	1	.5	2,373	
TOTAL									
STATE TOTAL	44	55	56	13	124	168	124.35	621,795	

TABLE II-A
DATA SUMMARY 1976-77

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
1 Abbeville		1	1		2	2	1	4,323	
2 Aiken	1	1	4	3	8	9	4.6	22,959	
3 Allendale	1					1	1	2,362	
4 Anderson									
District 1	1	1			1	2	.9	4,664	EHA-B
District 2	3					3	.7	3,702	
District 3			1		1	1	.5	2,419	
District 4							.5	2,338	
District 5	8	2	1		3	11	2.3	11,908	
TOTAL									
5 Bamberg				1	1	1	.4	2,123	EHA-B
District 1							.3	1,629	
District 2									
TOTAL									
6 Barnwell							.3	1,330	
District 19							.2	1,020	
District 29							.4	2,137	
District 45		1			1	1			
TOTAL									
7 Beaufort		1			1	1	1.9	9,562	
8 Berkeley	2	6			6	8	4.1	20,515	
9 Calhoun									
District 1	1		1		1	2	1	2,446	
District 2									
TOTAL									
10 Charleston	8	7	4	3	14	22	10.4	52,265	
11 Cherokee			1		1	1	1.7	8,573	
12 Chester		2	1		3	3	1.4	7,290	
13 Chesterfield		1		1	2	2	1.7	8,617	
14 Clarendon									
District 1		$\frac{1}{2}$			$\frac{1}{2}$	$\frac{1}{2}$	.4	2,120	
District 2		$\frac{1}{2}$			$\frac{1}{2}$	$\frac{1}{2}$	.6	3,104	
District 3	1	1			1	2	.2	1,183	
TOTAL									

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
15 Colleton				1	1	1	1	6,445	
16 Darlington		1	5		6	6	2.5	12,616	
17 Dillon									
District 1							.2	1,217	
District 2	2		1		1	3	.9	4,677	
District 3							.4	1,923	
TOTAL									
18 Dorchester									
District 1		1			1	1	.3	1,668	
District 2		1			1	1	1.6	8,383	
District 3		1			1	1	.3	1,384	
TOTAL									
19 Edgefield			1		1	1	1	3,452	
20 Fairfield	1		1		1	2	1	4,609	
21 Florence									
District 1		½	1	1	2½	2½	2.8	14,092	
District 2		½			½	½	.3	1,428	
District 3		2			2	2	.9	4,853	
District 4	1					1	.3	1,640	
District 5							.2	1,232	
TOTAL									
22 Georgetown		2			2	2	1	9,127	
23 Greenville	7	5	3		8	15	10.9	54,702	
24 Greenwood									
District 50	3	1			1	4	1.8	9,388	
District 51							.2	1,268	
District 52		1	2		3	3	.3	1,468	
TOTAL									
25 Hampton									
District 1			1		1	1	.5	2,466	
District 2			1		1	1	.3	1,539	EHA-B
TOTAL									
26 Horry	5	4	2		6	11	3.8	18,819	
27 Jasper		1			1	1	1	3,080	
28 Kershaw	1		2		2	3	1.6	8,485	
29 Lancaster	1	1	2		3	4	2.2	11,182	

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psycholmists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
30 Laurens									
District 55	5		1	1/3	2	7	1.1	5,518	
District 56	2		1		1	3	.8	3,828	
TOTAL									
31 Lee	2					2	1.3	4,183	
32 Lexington									
District 1			1	1	2	2	1.3	6,805	
District 2	1	1	2		3	4	2.2	11,420	
District 3							.5	2,557	
District 4			1		1	1	.3	1,514	EHA-B
District 5	1	2	1		3	4	1.6	8,037	
TOTAL									
33 McCormick		1			1	1	1	1,971	
34 Marion									
District 1		1			1	1	.6	3,044	
District 2							.6	2,911	
District 3							.2	849	
District 4							.1	491	
TOTAL									
35 Marlboro	1	1			1	2	1.4	7,321	
36 Newberry							1.3	6,566	
37 Oconee	7	3	2		5	12	1.9	9,887	EHA-B
38 Orangeburg									
District 1							.3	1,276	
District 2							.2	1,087	
District 3							.8	4,051	
District 4		2			2	2	.3	1,619	
District 5				1	1	1	1.3	6,442	
District 6							.2	1,268	
District 7		1			1	1	.2	1,087	
District 8							.1	565	
TOTAL									
39 Pickens		1	1		2	2	2.7	13,532	
40 Richland									
District 1		6	7	1	14	14	6.5	32,523	
District 2	1	3	5		8	9	2	10,294	
TOTAL									
41 Saluda							1	2,346	

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled	Grant
42 Spartanburg									
District 1							.8	4,014	
District 2		1			1	1	1.2	6,299	
District 3		1			1	1	.7	3,384	
District 4				1	1	1	.5	2,643	
District 5							.8	4,271	
District 6			2		2	2	1.4	7,470	
District 7	1	2	2		4	5	2.3	11,750	
TOTAL									
43 Sumter									
District 2		1			1	1	1.9	9,748	
District 17	6	1			1	7	1.9	9,960	
TOTAL									
44 Union		1			1	1	1.3	6,754	
45 Williamsburg		1			1	1	1.7	8,669	
46 York									
District 1			1		1	1	.7	3,525	
District 2		2			2	2	.5	2,702	
District 3		2	1		3	3	2.5	12,544	
District 4			1		1	1	.5	2,463	
TOTAL									
STATE TOTAL	74	81	65	14 1/3	160.3	234.3	123.78	618,920	EHA-B

TABLE II-B
DATA SUMMARY 1977-1978

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled
1 Abbeville		1	1		2	2	1	4,367
2 Aiken	6	3	4	3	10	16	4.5	22,669
3 Allendale	1					1	1	2,365
4 Anderson								
District 1	2	1			1	3	.9	4,822
District 2	3					3	.7	3,680
District 3	1		1		1	2	.5	2,419
District 4							.5	2,357
District 5	7	2	2		4	11	2.4	11,872
TOTAL								
5 Bamberg								
District 1							.4	2,143
District 2							.3	1,611
TOTAL								
6 Barnwell								
District 19							.3	1,299
District 29							.2	985
District 45		1			1	1	.4	2,180
TOTAL								
7 Beaufort	1	1			1	2	1.8	9,315
8 Berkeley	1	7			7	8	4.2	21,073
9 Calhoun								
District 1	1		1		1	2	.5	2,367
District 2								
TOTAL								
10 Charleston	8	9	7	2	18	26	10	50,998
11 Cherokee	1	1	3		4	5	1.7	8,665
12 Chester	1		2		2	3	1.4	7,109
13 Chesterfield	1	1		1	2	3	1.7	8,541
14 Clarendon								
District 1							.4	2,029
District 2		1			1	1	.6	3,093
District 3	1					1	.2	1,187
TOTAL								

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled
15 Colleton			1	1	2	2	1.3	6,357
16 Darlington		1	3		4	4	2.5	12,736
17 Dillon								
District 1	1					1	.2	1,155
District 2	3		1		1	4	.9	4,616
District 3	1					1	.4	1,948
18 Dorchester								
District 1							.3	1,651
District 2	1	1	2		3	4	1.8	8,783
District 3	1					1	.3	1,365
TOTAL								
19 Edgefield		1			1	1	1	3,441
20 Fairfield	1		1		1	2	1	4,540
21 Florence								
District 1	4		2	1	3	7	2.8	14,245
District 2			1		1	1	.3	1,387
District 3		1	1		2	2	.9	4,758
District 4	1					1	.3	1,555
District 5							.2	1,245
TOTAL								
22 Georgetown		2			2	2	1.9	9,356
23 Greenville	9	8	4		12	21	10.8	53,951
24 Greenwood								
District 50	3	1	1		2	5	1.9	9,452
District 51			1		1	1	.2	1,236
District 52							.3	1,504
TOTAL								
25 Hampton								
District 1			1		1	1	.5	2,481
District 2							.3	1,568
TOTAL								
26 Horry	4	2	3		5	9	3.8	19,011
27 Jasper		2			2	2	1	3,155
28 Kershaw	1	1	1		2	3	1.7	8,464
29 Lancaster	1	1	2	1	4	5	2.2	11,199
30 Laurens								
District 55	3		1	1	2	5	1.1	5,597
District 56	3					3	.7	3,881
TOTAL								

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled
31 Lee	2					2	1	4,065
32 Lexington								
District 1		1		1	2	2	1.4	6,956
District 2	3	1	2		3	6	2.3	11,452
District 3							.5	2,588
District 4							.3	1,573
District 5		1	2	1	4	4	1.7	8,666
TOTAL								
33 McCormick		1				1	1	2,014
34 Marion							.6	3,121
District 1							.6	2,846
District 2							.2	801
District 3							.01	498
District 4								
TOTAL								
35 Marlboro	2	1			1	3	1.5	7,252
36 Newberry	2	1			1	3	1.3	6,511
37 Oconee	4	5	2		7	11	2.0	9,918
38 Orangeburg							.25	1,277
District 1							.21	1,070
District 2							.8	3,995
District 3							.3	1,646
District 4		2			2	2	1.3	6,501
District 5		2			2	2	.25	1,259
District 6							.20	1,048
District 7		1			1	1	.1	578
District 8								
TOTAL								
39 Pickens			2		2	2	2.7	13,645
40 Richland							6.3	31,591
District 1	1	4	8	1	13	14	2.0	10,386
District 2	1		3		3	4		
TOTAL								
41 Saluda			1		1	1	1	2,336
42 Spartanburg							.8	4,044
District 1							1.3	6,536
District 2		2			2	2	.7	3,420
District 3		1			1	1	.5	2,646
District 4				1	1	1	.9	4,310
District 5							1.5	7,659
District 6	1	1	2		3	4	2.3	11,560
District 7		3	2		5	5		
TOTAL								

Counties	Number of Educational Evaluators	Number of Psychologists I	Number of Psychologists II	Number of Psychologists III	Total Psychologists	Total Psychologists and Educational Evaluators	Estimated Need 1/5000	Number of Students Enrolled
43 Sumter								
District 2			1		1	1	1.9	9,519
District 17	4	1	2	1	4	8	1.8	9,132
TOTAL								
44 Union		1			1	1	1.3	6,701
45 Williamsburg			1		1	1	1.7	8,590
46 York								
District 1		1	1		2	2	.7	3,616
District 2		2			2	2	.5	2,679
District 3		1	1		2	2	2.5	12,602
District 4		1	1		2	2	.5	2,531
TOTAL								
STATE TOTAL	92	83	78	15	176	268	123.5	617,420

TABLE III-A
NUMBER OF SCHOOL PSYCHOLOGISTS AND EDUCATIONAL
EVALUATORS FOR 1975-76 AND 1976-77
SCHOOL YEARS

<u>Level</u>	<u>1975-1976</u>	<u>1976-1977</u>	<u>Gain</u>	<u>Percent Increase</u>
Psychologist I	55	81	26	47
Psychologist II	56	65	9	16
Psychologist III	13	14.3	1.3	.10
Educational Evaluator	44	74	30	68
TOTAL	168	234.3	66.3	39

TABLE III-B
NUMBER OF SCHOOL PSYCHOLOGISTS AND EDUCATIONAL
EVALUATORS FOR 1976-1977 AND 1977-1978
SCHOOL YEARS

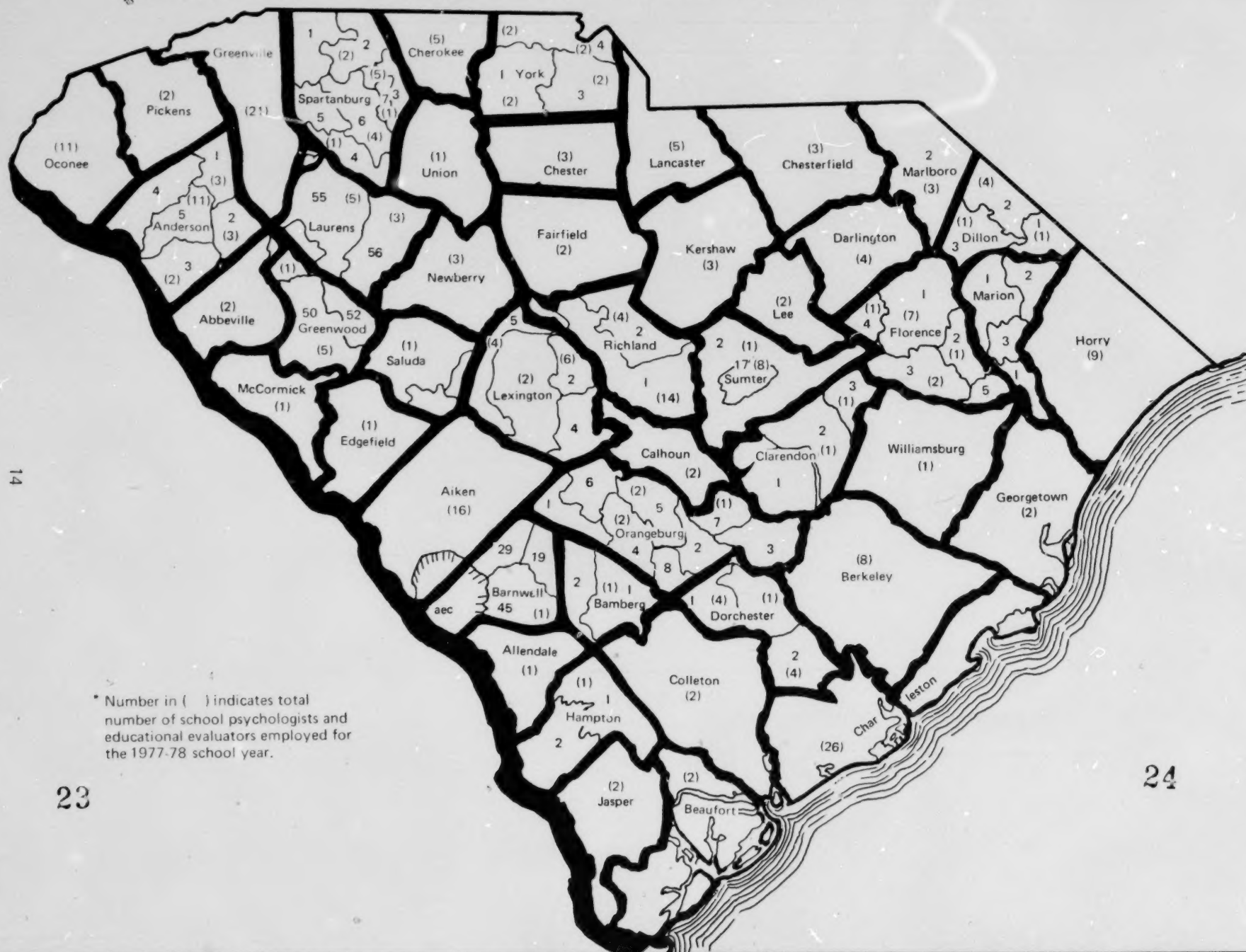
<u>Level</u>	<u>1976-1977</u>	<u>1977-1978</u>	<u>Gain</u>	<u>Percent Increase</u>
Educational Evaluator	74	92	18	24
Psychologist I	81	83	2	2
Psychologist II	65	78	13	20
Psychologist III	14.3	15	.7	5
TOTAL	234.3	268	33.7	14

As indicated in Table III-A, there was a 68 percent increase in the employment of educational evaluators from the 1975-76 school year to the 1976-77 term. The level I school psychologist showed a 47 percent increase; the level II psychologist, a 16 percent increase; and the doctoral level psychologist, a .10 percent increase. An increase of 39 percent for overall related service personnel (i.e., school psychologist and educational evaluators) was shown for the 1976-77 school year.

Table III-B presents a comparison of the number of school psychologists and educational evaluators for the 1976-77 and 1977-78 school years. As shown a 24 percent increase did occur in the employment of educational evaluators, and a 14 percent increase in the employment of the overall related service personnel.

The geographical dispersion of school psychologists for the 1977-78 school year is displayed in Figure 1.

NUMBER OF SCHOOL PSYCHOLOGISTS AND EDUCATIONAL EVALUATORS BY DISTRICT, 1977-78*



THE PREPARATION OF SCHOOL PSYCHOLOGICAL PERSONNEL

There are two approved school psychology training programs in South Carolina at the University of South Carolina and Winthrop College. The following information was obtained from questionnaires which were directed to these programs.

The University of South Carolina

The University of South Carolina has one of seven programs accredited by the American Psychological Association in the United States. Each year, over 100 prospective students from both the United States and foreign countries apply for admission. For the fall of 1977, six new doctoral students and eight new non-doctoral students were allowed to enroll. The school psychology program at the University of South Carolina currently has thirty-six (36) full-time students and twenty (20) part-time students. Projections for the next two years indicate that no increase in the number of students in the doctoral or master's training programs is anticipated.

Only 50 percent of the University of South Carolina's school psychology graduates find employment in South Carolina. Of those who remain in South Carolina, the nondoctoral graduates usually take positions as school psychologists, while the doctoral-level student typically secures administrative or academic positions.

Descriptions of the University of South Carolina's goals as a training program for school psychologists indicate a general concern with training persons to function within a school setting while providing a variety of services. Assessment, research, supervision, crisis intervention, in-service, and academia were listed among the roles in which school psychology graduates of the University of South Carolina are prepared to function.

The University of South Carolina's school psychology training program emphasizes courses in development, statistics, personality, and learning theory. Additionally, supervised practicum experiences and internship experiences are provided.

The University of South Carolina requires its students to have practica courses, externships, and internships. Emphasis is placed on practitioner experience in actual school situations with continuous close supervision. Additionally, knowledge of professional ethics is an important part of student development. Finally, there is an emphasis on research activities, and research assistantships are encouraged.

Winthrop College

The Winthrop College school psychology training program graduates master's level, and master's plus thirty semester hours level, school psychologists. Currently, there are fifteen students enrolled in the training program at Winthrop College. Approximately 90 percent of the Winthrop College graduates find employment in South Carolina. Typically, these graduates secure certification as level I and level II school psychologists. A few have gone into teaching or administration.

The Winthrop College school psychology training program operates on regular state/institutional funds. There is one full-time faculty member involved in the Winthrop College school psychology program and four part-time faculty members. All of the Winthrop College faculty hold doctoral degrees with specialization in school psychology, and clinical and general psychology.

Areas of emphasis for the Winthrop College school psychology training program include supervised practice with competency-based methods courses and individual assessment, behavior modification, counseling, educational remediation, and supervised practicum and internship experiences.

Out-of-Field Certification

Owing to current certification requirements, it is possible to secure certification as a school psychologist in South Carolina without completing the requirements of an approved school psychology training program. This is made possible through obtaining the necessary course requirements for certification and gaining a field-based internship with the supervision of a level II or a level III school psychologist. Although this practice has been discouraged by training programs and the State Department of Education, it appears to be an ever-increasing means of preparation for school psychologists in South Carolina.

QUESTIONNAIRE ON THE CERTIFICATION OF SCHOOL PSYCHOLOGISTS AND EDUCATIONAL EVALUATORS

On January 11, 1977, a questionnaire was directed to coordinators of school psychological services, school psychologists, and educational evaluators in South Carolina's public schools. Two hundred thirty-four (234) questionnaires were disseminated and sixty-seven (67) were completed and returned. (For respondents' names, see Appendix F.) This questionnaire requested information about the academic background and training of the school psychologists in the form of responses to simple checklists.

As shown in Table IV, 47 percent of the respondents had obtained their highest degree in school psychology; 23 percent in guidance and counseling; 8 percent in education; 7 percent in special education; 5 percent in general psychology; 4 percent in a non-specified area; and 1 percent in clinical psychology. Thus, it appears that a slight majority of respondents had obtained out-of-field certification.

Table V contains the level of training reported by the respondents. Two percent of the respondents held bachelor's degrees; 59 percent held master's degrees; 17 percent held sixth-year degrees; and 19 percent held doctoral degrees.

The opinions of the sixty-seven respondents relative to the efficacy to their practicum experience are summarized in Table VI. As shown, over 58 percent indicated that their practicum experience was adequate; however, the resultant 42 percent suggested that their experiences had ranged from less than adequate to completely irrelevant.

The figures in Table VII underscore the expressed need for changes in certification. Over 92 percent of the respondents suggested that there was a need to revise the current standards on certification.

When respondents were asked to identify the minimum certification level for practicing school psychologists, 74 percent indicated the school psychologist level I should be the minimal entry level for the profession. Nevertheless, over 22 percent responded that the educational evaluator should be the minimal certification status. These figures are shown in Table VIII.

School psychologist level II was chosen as the minimum certification level for autonomous practice (i.e., without supervision). Over 72 percent of the respondents were in favor of autonomous practice for the level II psychologist, while only 24 percent were in favor of the master's level (school psychologist I) functioning independently of supervision (refer to Table IX).

When asked to define supervision, no (0) respondents concurred that supervision should be defined solely as a co-signing of psychological reports. The majority of respondents, 56.9 percent, indicated that supervision should be resident supervision by a level II psychologist who is a full-time employee of the school district. Only 3 percent of the respondents indicated that supervision should not be required (see Table X).

In regard to the elimination of educational evaluators, as shown in Table XI, over 57 percent agreed that consideration should be given to the elimination of this status. This is in contrast with a sample survey made in September of 1976, consisting of twenty persons including five district

TABLE IV
AREAS OF HIGHEST DEGREES REPORTED
BY RESPONDENTS

Type	Frequency	Percent
Clinical Psychology	1	1.493
Education	6	8.955
Guidance-Counseling	16	23.881
General Psychology	4	5.970
Special Education	5	7.463
School Psychology	32	47.761
Other	3	4.478
TOTALS	67	100.000

TABLE V
LEVEL OF DEGREES REPORTED

Bachelor's	2.985
Master's	59.701
Sixth-Year	17.910
Doctoral	19.403

TABLE VI
RESPONDENT'S OPINION OF THEIR
PRACTICUM TRAINING

Practicum	Frequency	Percent
Adequate	39	58.209
Not Adequate	20	29.851
Completely Inadequate	5	7.463
Irrelevant	3	4.478
TOTALS	<u>67</u>	<u>100.000</u>

TABLE VII
RESPONDENT'S OPINION RELATIVE TO A
NEED FOR CERTIFICATION CHANGES

Revisions	Frequency	Percent
Not Needed	5	7.576
Needed	61	92.424
TOTALS	<u>66</u>	<u>100.000</u>

TABLE VIII
ENTRY LEVEL FOR PRACTICE OF
SCHOOL PSYCHOLOGY

Entry Level	Frequency	Percent
Educational Evaluator	14	22.581
School Psychologist I	46	74.194
School Psychologist II	2	3.226
TOTALS	62	100.000

There were five missing values excluded from the above totals

TABLE IX
MINIMUM CERTIFICATION FOR PRACTICE
WITHOUT SUPERVISION

Minc	Frequency	Percent
School Psychologist I	16	24.615
School Psychologist II	47	72.308
School Psychologist III	2	3.077
TOTALS	65	100.000

There were two missing values excluded from the above totals

TABLE X
SUPERVISION SHOULD BE DEFINED AS:

Supervision	Frequency	Percent
Itinerate Level II	9	13.846
Itinerate Level III	9	13.846
Resident Level II	37	56.923
Resident Level III	8	12.308
Should be only recommended not required	2	3.077
TOTALS	65	100.000

There were two missing values excluded from the above totals

TABLE XI
SHOULD CONSIDERATION BE GIVEN TO THE ELIMINATION
OF EDUCATIONAL EVALUATORS

	Frequency	Percent
Keep	27	42.857
Eliminate	36	57.143
TOTALS	63	100.000

There were four missing values excluded from the above totals

superintendents, five coordinators of special education, five school psychologists, and five agency representatives. In response to the question, "Should consideration be given to the elimination of educational evaluators?", 60 percent were in favor of keeping the educational evaluator; 30 percent were in favor of elimination of the educational evaluator; and 10 percent did not respond (see Appendix E).

The number of those who indicated that deletions, additions, or revisions of the present certification requirements are needed for educational evaluator, school psychologist I, school psychologist II, and school psychologist III, is shown in Tables XII, XIII, XIV, and XV, respectively. As can be seen, the majority of respondents, 81 percent, indicated that revisions were necessary for the certification of educational evaluators. However, in all other areas, the majority of respondents did not desire significant content revision.

Recommended content area changes in specific course requirements for each area of certification are presented in Tables XVI, XVII, XVIII, and XIX. It would appear that the most unpopular subject area is that of educational foundations and school organization. For each level of certification, respondents indicated a need to delete many of these courses from the required sequence. Perhaps the most unpopular course title was "The History of Education." This was followed closely by "Philosophy of Education" in unpopularity.

TABLE XII

SHOULD DELETIONS, ADDITIONS OR REVISIONS OF
THE PRESENT CERTIFICATION REQUIREMENTS FOR
EDUCATIONAL EVALUATORS BE PURSUED?

Revise	Frequency	Percent
No	12	18.462
Yes	53	81.538
TOTALS	<u>65</u>	<u>100.000</u>

There were two missing values excluded from the above totals

TABLE XIII

DO YOU THINK DELETIONS, ADDITIONS OR REVISIONS OF
THE PRESENT CERTIFICATION REQUIREMENTS FOR
SCHOOL PSYCHOLOGISTS LEVEL I, ARE NEEDED?

Revise	Frequency	Percent
No	37	55.224
Yes	30	44.776
TOTALS	<u>67</u>	<u>100.000</u>

TABLE XIV

DO YOU THINK DELETIONS, ADDITIONS, OR REVISIONS
OF THE PRESENT CERTIFICATION REQUIREMENTS
FOR SCHOOL PSYCHOLOGISTS II, ARE NEEDED?

Revise	Frequency	Percent
No	39	58.209
Yes	28	41.791
TOTALS	<u>67</u>	<u>100.000</u>

TABLE XV

DO YOU THINK DELETIONS, ADDITIONS, OR REVISIONS
OF THE PRESENT CERTIFICATION REQUIREMENTS
FOR SCHOOL PSYCHOLOGISTS III, ARE NEEDED?

Revise	Frequency	Percent
No	50	74.627
Yes	17	25.373
TOTALS	<u>67</u>	<u>100.000</u>

TABLE XVI

CHANGES IN THE REQUIREMENTS FOR EDUCATIONAL EVALUATORS BY PERCENT

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
A bachelor's degree plus 18 semester hours of graduate credit. (Nine semester hours of undergraduate credit above the bachelor's degree may be substituted for 9 of the 18 semester hours of graduate credit.)	<u>13</u>	<u>25</u>	<u>62</u>	<u>45</u>
Recommendation from the college or university in which the greater part of the course work was taken.	<u>3</u>	<u>74</u>	<u>23</u>	<u>31</u>
A health report	<u>30</u>	<u>67</u>	<u>3</u>	<u>30</u>
A grade A or B on the National Teacher Examination or a composite of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	<u>38</u>	<u>32</u>	<u>30</u>	<u>37</u>
Six semester hours in psychological foundations taken from the following courses:				
Educational Psychology	<u>26</u>	<u>69</u>	<u>5</u>	<u>19</u>
Developmental Psychology	<u>7</u>	<u>90</u>	<u>3</u>	<u>29</u>
Psychology of Exceptional Children	<u>3</u>	<u>94</u>	<u>3</u>	<u>30</u>
Psychology of the Disadvantaged	<u>22</u>	<u>78</u>	<u>0</u>	<u>18</u>
Mental Retardation	<u>8</u>	<u>89</u>	<u>3</u>	<u>26</u>

Six semester hours in psychological skills, methods and techniques, taken from the following courses:

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
Psychometric Techniques-Individual Testing	<u>3</u>	<u>81</u>	<u>16</u>	<u>37</u>
Remedial Methods in Reading	<u>27</u>	<u>73</u>	<u>0</u>	<u>15</u>
Speech and Hearing Disorders	<u>29</u>	<u>53</u>	<u>18</u>	<u>17</u>
Special Learning Disabilities	<u>4</u>	<u>92</u>	<u>4</u>	<u>26</u>
Guidance Techniques	<u>28</u>	<u>61</u>	<u>11</u>	<u>18</u>
Special Education	<u>11</u>	<u>84</u>	<u>5</u>	<u>19</u>

Six semester hours in educational foundations taken from the following courses:

History of Education	<u>73</u>	<u>12</u>	<u>15</u>	<u>26</u>
Philosophy of Education	<u>67</u>	<u>21</u>	<u>12</u>	<u>24</u>
School Administration	<u>48</u>	<u>33</u>	<u>19</u>	<u>21</u>
School Practices and Methods of Training	<u>26</u>	<u>52</u>	<u>22</u>	<u>23</u>
Curriculum	<u>29</u>	<u>54</u>	<u>17</u>	<u>24</u>
School in the Social Order	<u>55</u>	<u>15</u>	<u>30</u>	<u>20</u>
Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.	<u>9</u>	<u>65</u>	<u>26</u>	<u>34</u>

TABLE XVII

CHANGES IN THE REQUIREMENTS FOR SCHOOL PSYCHOLOGIST I BY PERCENT

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
Recommendation from the college or university granting the degree.	<u>12</u>	<u>64</u>	<u>24</u>	<u>25</u>
Health report, examination made at time of application for certificate.	<u>38</u>	<u>43</u>	<u>19</u>	<u>21</u>
Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on an area examination.	<u>47</u>	<u>17</u>	<u>36</u>	<u>30</u>
Eighteen semester hours in psychological foundations taken from the following courses:				
Educational Psychology	<u>15</u>	<u>77</u>	<u>8</u>	<u>13</u>
Developmental Psychology	<u>6</u>	<u>88</u>	<u>6</u>	<u>17</u>
Psychology of Exceptional Children	<u>5</u>	<u>90</u>	<u>5</u>	<u>21</u>
Psychology of the Disadvantaged	<u>10</u>	<u>90</u>	<u>0</u>	<u>10</u>
Mental Retardation	<u>5</u>	<u>90</u>	<u>5</u>	<u>19</u>
Experimental Psychology	<u>46</u>	<u>39</u>	<u>15</u>	<u>13</u>
Learning	<u>5</u>	<u>95</u>	<u>0</u>	<u>20</u>
Personality	<u>16</u>	<u>79</u>	<u>5</u>	<u>19</u>
Perception	<u>25</u>	<u>50</u>	<u>25</u>	<u>12</u>
Motivation	<u>15</u>	<u>62</u>	<u>23</u>	<u>13</u>
Physiological Psychology	<u>11</u>	<u>67</u>	<u>22</u>	<u>9</u>
Comparative Psychology	<u>33</u>	<u>42</u>	<u>25</u>	<u>12</u>
Social Psychology	<u>14</u>	<u>72</u>	<u>14</u>	<u>14</u>
History and Systems of Psychology	<u>39</u>	<u>46</u>	<u>15</u>	<u>13</u>

Twelve semester hours in psychological skills, methods and techniques, taken from the following courses:

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
Statistics	<u>6</u>	<u>65</u>	<u>29</u>	<u>17</u>
Psychometric Techniques	<u>4</u>	<u>67</u>	<u>29</u>	<u>24</u>
Remedial Methods in Reading	<u>13</u>	<u>67</u>	<u>20</u>	<u>15</u>
Speech and Hearing Disorders	<u>31</u>	<u>62</u>	<u>7</u>	<u>13</u>
Guidance Techniques	<u>43</u>	<u>50</u>	<u>7</u>	<u>14</u>
Special Education	<u>14</u>	<u>72</u>	<u>14</u>	<u>14</u>
Special Learning Disabilities	<u>10</u>	<u>76</u>	<u>14</u>	<u>21</u>

Six semester hours in educational foundations and school organizations taken from the following courses:

History of Education	<u>81</u>	<u>0</u>	<u>19</u>	<u>16</u>
Philosophy of Education	<u>56</u>	<u>13</u>	<u>31</u>	<u>16</u>
School Administration	<u>47</u>	<u>40</u>	<u>13</u>	<u>15</u>
School Practices and Methods of Teaching	<u>27</u>	<u>67</u>	<u>6</u>	<u>15</u>
Curriculum	<u>35</u>	<u>59</u>	<u>6</u>	<u>17</u>
School in the Social Order	<u>28</u>	<u>38</u>	<u>24</u>	<u>13</u>

Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.

<u>8</u>	<u>56</u>	<u>36</u>	<u>25</u>
----------	-----------	-----------	-----------

TABLE XVIII

CHANGES IN REQUIREMENTS FOR SCHOOL PSYCHOLOGIST II BY PERCENT

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
School Psychologist I Certificate with a minimum of 60 semester hours of graduate study.	<u>6</u>	<u>50</u>	<u>44</u>	<u>16</u>
Recommendation from the college or university in which the greater part of the course work was taken.	<u>25</u>	<u>69</u>	<u>6</u>	<u>16</u>
Health report, examination made at time of application for certificate.	<u>50</u>	<u>44</u>	<u>6</u>	<u>18</u>
Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	<u>48</u>	<u>20</u>	<u>32</u>	<u>25</u>
A minimum of 60 semester hours of graduate study.	<u>8</u>	<u>67</u>	<u>25</u>	<u>12</u>
Twenty-seven semester hours in psychological foundations taken from the following courses:				
Educational Psychology	<u>38</u>	<u>62</u>	<u>0</u>	<u>8</u>
Developmental Psychology	<u>9</u>	<u>82</u>	<u>9</u>	<u>11</u>
Psychology of Exceptional Children	<u>7</u>	<u>86</u>	<u>7</u>	<u>14</u>
Psychology of the Disadvantaged	<u>11</u>	<u>89</u>	<u>0</u>	<u>9</u>
Mental Retardation	<u>8</u>	<u>85</u>	<u>7</u>	<u>13</u>
Experimental Psychology	<u>25</u>	<u>50</u>	<u>25</u>	<u>8</u>
Learning	<u>8</u>	<u>92</u>	<u>0</u>	<u>12</u>
Personality	<u>8</u>	<u>92</u>	<u>0</u>	<u>13</u>
Perception	<u>20</u>	<u>70</u>	<u>10</u>	<u>10</u>
Motivation	<u>20</u>	<u>70</u>	<u>10</u>	<u>10</u>
Physiological Psychology	<u>11</u>	<u>78</u>	<u>11</u>	<u>9</u>
Comparative Psychology	<u>10</u>	<u>70</u>	<u>20</u>	<u>10</u>
Social Psychology	<u>8</u>	<u>75</u>	<u>17</u>	<u>12</u>
History and Systems of Psychology	<u>20</u>	<u>80</u>	<u>0</u>	<u>10</u>
Professional School Psychology	<u>9</u>	<u>91</u>	<u>0</u>	<u>10</u>
Group Dynamics	<u>10</u>	<u>80</u>	<u>10</u>	<u>10</u>
Psychopathology	<u>8</u>	<u>92</u>	<u>0</u>	<u>13</u>

Eighteen semester hours in psychological skills, methods and techniques, taken from the following courses:

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
Statistics	<u>7</u>	<u>71</u>	<u>23</u>	<u>14</u>
Psychometric Techniques	<u>8</u>	<u>67</u>	<u>25</u>	<u>12</u>
Remedial Methods in Reading	<u>10</u>	<u>70</u>	<u>20</u>	<u>10</u>
Speech and Hearing Disorders	<u>18</u>	<u>73</u>	<u>9</u>	<u>11</u>
Special Learning Disabilities	<u>8</u>	<u>75</u>	<u>17</u>	<u>12</u>
Guidance Techniques	<u>33</u>	<u>56</u>	<u>11</u>	<u>9</u>
Special Education	<u>10</u>	<u>80</u>	<u>10</u>	<u>10</u>
Psychotherapy	<u>12</u>	<u>88</u>	<u>0</u>	<u>8</u>
Techniques of Interviewing and Consulting	<u>10</u>	<u>90</u>	<u>0</u>	<u>10</u>
Behavior Modification	<u>8</u>	<u>92</u>	<u>0</u>	<u>12</u>
Research in School Problems	<u>8</u>	<u>84</u>	<u>8</u>	<u>12</u>
Practicum in School Psychology	<u>7</u>	<u>86</u>	<u>7</u>	<u>14</u>

Nine semester hours in educational foundations and school organization taken from the following courses:

History of Education	<u>92</u>	<u>0</u>	<u>8</u>	<u>13</u>
Philosophy of Education	<u>84</u>	<u>8</u>	<u>8</u>	<u>12</u>
School Practices and Methods of Teaching	<u>55</u>	<u>45</u>	<u>0</u>	<u>11</u>
School Administration	<u>38</u>	<u>38</u>	<u>24</u>	<u>13</u>
Curriculum	<u>29</u>	<u>57</u>	<u>14</u>	<u>14</u>
School in the Social Order	<u>54</u>	<u>31</u>	<u>15</u>	<u>13</u>
School-Community Relations	<u>42</u>	<u>42</u>	<u>16</u>	<u>12</u>

Successful completion of an internship of one college semester as a school psychologist under the supervision of a school psychologist III.

<u>6</u>	<u>50</u>	<u>44</u>	<u>18</u>
----------	-----------	-----------	-----------

An additional six (6) semester hours in courses closely related to the student's interests and professional development.

<u>20</u>	<u>60</u>	<u>20</u>	<u>15</u>
-----------	-----------	-----------	-----------

TABLE XIX

CHANGES IN REQUIREMENTS FOR SCHOOL PSYCHOLOGIST III BY PERCENT

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking columns one (1), two (2), or three (3).

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
A Doctorate	<u>27</u>	<u>46</u>	<u>27</u>	<u>11</u>
A recommendation from the college or university granting the degree.	<u>28</u>	<u>72</u>	<u>0</u>	<u>7</u>
A health report, examination made at time of application for certificate.	<u>73</u>	<u>27</u>	<u>0</u>	<u>11</u>
Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	<u>50</u>	<u>12</u>	<u>38</u>	<u>16</u>
A minimum of 60 semester hours of graduate study.	<u>12</u>	<u>50</u>	<u>28</u>	<u>8</u>
Twenty-seven semester hours in psychological foundations taken from the following courses:				
Educational Psychology	<u>0</u>	<u>100</u>	<u>0</u>	<u>4</u>
Developmental Psychology	<u>16</u>	<u>84</u>	<u>0</u>	<u>6</u>
Psychology of Exceptional Children	<u>13</u>	<u>74</u>	<u>13</u>	<u>8</u>
Psychology of the Disadvantaged	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Mental Retardation	<u>13</u>	<u>74</u>	<u>13</u>	<u>8</u>
Experimental Psychology	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Learning	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
Personality	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
Perception	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Motivation	<u>16</u>	<u>84</u>	<u>0</u>	<u>6</u>
Physiological Psychology	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Comparative Psychology	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Social Psychology	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
History and Systems of Psychology	<u>25</u>	<u>75</u>	<u>0</u>	<u>4</u>
Professional School Psychology	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
Group Dynamics	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
Psychopathology	<u>12</u>	<u>88</u>	<u>0</u>	<u>8</u>

Eighteen semester hours in psychological skills, methods and techniques, taken from the following courses:

Requirement	1-Delete	2-Add	3-Revise	Total Number Responding
Statistics	<u>17</u>	<u>83</u>	<u>0</u>	<u>6</u>
Psychometric Techniques	<u>13</u>	<u>50</u>	<u>37</u>	<u>8</u>
Remedial Methods in Reading	<u>17</u>	<u>67</u>	<u>16</u>	<u>6</u>
Speech and Hearing Disorders	<u>40</u>	<u>60</u>	<u>0</u>	<u>5</u>
Special Learning Disabilities	<u>17</u>	<u>67</u>	<u>16</u>	<u>6</u>
Guidance Techniques	<u>33</u>	<u>64</u>	<u>0</u>	<u>6</u>
Special Education	<u>17</u>	<u>67</u>	<u>16</u>	<u>6</u>
Psychotherapy	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Techniques of Interviewing and Consulting	<u>20</u>	<u>80</u>	<u>0</u>	<u>5</u>
Behavior Modification	<u>14</u>	<u>86</u>	<u>0</u>	<u>7</u>
Research in School Problems	<u>12</u>	<u>88</u>	<u>0</u>	<u>8</u>
Practicum in School Psychology	<u>17</u>	<u>83</u>	<u>0</u>	<u>6</u>

Nine semester hours in educational foundations and school organizations taken from the following courses:

History of Education	<u>100</u>	<u>0</u>	<u>0</u>	<u>5</u>
Philosophy of Education	<u>50</u>	<u>50</u>	<u>0</u>	<u>6</u>
School Administration	<u>33</u>	<u>67</u>	<u>0</u>	<u>9</u>
School Practices and Methods of Teaching	<u>33</u>	<u>67</u>	<u>0</u>	<u>6</u>
Curriculum	<u>29</u>	<u>71</u>	<u>0</u>	<u>7</u>
School in the Social Order	<u>50</u>	<u>50</u>	<u>0</u>	<u>4</u>
School-Community Relations	<u>14</u>	<u>72</u>	<u>14</u>	<u>7</u>
Successful completion of an internship of one academic year as a school psychologist under the supervision of a school psychologist III.	<u>14</u>	<u>72</u>	<u>14</u>	<u>7</u>
An additional six (6) semester hours in courses closely related to the student's interests and professional development.	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>

TEACHER/ADMINISTRATOR QUESTIONNAIRE

The Teacher-Administrator Questionnaire was disseminated by school psychologists to teachers and public school administrators in their respective districts. Nine hundred sixty-seven (967) usable questionnaires were returned. As shown in Table XX, 12 percent of the respondents were public school administrators, and 88 percent were classroom teachers.

Respondents were first asked how often in the past six months they had had contact with a psychologist in their work setting, and then to evaluate the helpfulness of those contacts. Only 13.8 percent of the respondents indicated that they had weekly or more frequent contacts with a school psychologist; over 85 percent stated that contact was minimal. (See Table XXI.)

However, it is interesting to note that over 76 percent of the respondents reported helpful contacts with school psychologists when such associations were pursued. These results are displayed in Table XXII.

The respondents were then asked, in an open-ended question, which services psychologists performed that are most helpful to them in a professional setting. The most frequent responses included assessment (69.6 percent), providing educational prescriptions (10.6 percent), assisting in the placement of special children (48.2 percent, second choice), and consulting with teachers/parents (17.2 percent, second choice). These percentages are reported in Tables XXIII and XXIV.

The respondents were also asked for suggestions for improving the usefulness of school psychologists to them. The most frequent responses included suggestions that psychologists should be more available, i.e., the ratio of psychologist/pupil should be reduced (34.4 percent), that the psychologist should consult with teachers more (17.2 percent), and that the time between evaluation and written report should be decreased (13.7 percent). See Table XXV.

Finally, respondents were asked to indicate which services of a psychological nature are needed and are not currently being provided. The majority of respondents (21.4 percent) indicated that the counseling of students was needed and was not currently being provided. Nineteen percent, however, indicated that a greater emphasis should be placed on testing and recommendations. Nearly 12 percent (11.9 percent) suggested that the evaluation and follow-up activities were the weakest areas. Almost 10 percent (9.5 percent) pointed to a need for more work with regular classroom teachers. As evidenced from inspection of Table XXVI, consultation, crisis intervention, educational development, faster services, and increase in number of school psychologists were not seen as priority areas.

TABLE XX

STATUS OF RESPONDENTS TO TEACHER-
ADMINISTRATOR QUESTIONNAIRE

Status	Percent
Administrators	12.632
Teachers	87.369
TOTALS	<u>100.000</u>

RESULTS OF TEACHER ADMINISTRATOR QUESTIONNAIRE

TABLE XXI

FREQUENCY OF REPORTED CONTACT
WITH SCHOOL PSYCHOLOGISTS

Contact	Percent
Never	41.489
Only a few	44.681
Weekly	13.830
TOTALS	<u>100.000</u>

TABLE XXII

FREQUENCY OF HELPFUL CONTACTS
WITH SCHOOL PSYCHOLOGISTS

Helpful	Percent
Always	26.471
Almost always	50.000
Rarely	11.765
Never	11.765
TOTALS	<u>100.000</u>

TABLE XXIII

SERVICES OF SCHOOL PSYCHOLOGIST REPORTED TO
BE MOST HELPFUL (FIRST CHOICE)

Service	Percent
Behavior Modification	1.515
Consulting with Parent	1.515
Consulting with Teacher	4.545
Counseling Students	6.061
Assisting in the Total Education of the Youngster	1.515
Providing Educational Prescriptions	10.606
Assisting in the Placement of Special Children	1.515
Screening of Children	3.030
Assessment (Testing)	69.697
TOTALS	<u>100.000</u>

TABLE XXIV

SERVICES OF SCHOOL PSYCHOLOGISTS REPORTED TO
BE HELPFUL (SECOND CHOICE)

Service	Percent
Classroom Observation	3.448
Consulting with Teacher/Parents	17.241
Counseling Students	3.448
Providing Educational Prescriptions	24.138
Conducting In-service	3.448
Assisting in the Placement of Special Children	48.276
TOTALS	<u>100.000</u>

TABLE XXV
SUGGESTIONS FOR IMPROVING THE USEFULNESS
OF SCHOOL PSYCHOLOGISTS

Needed	Percent
Improve the Psychological Report	3.448
Observe More in the Classroom	1.724
Consult with Teachers	17.241
Counsel Students	3.448
Assist in the Educational Improvement of the Entire School	3.448
Write Educational Prescriptions with Teacher Follow-up	1.724
Be Consistent in Criteria for Placement	1.724
Provide Follow-up	3.448
Conduct Home Visits.	1.724
Spend More Time in the Schools	6.897
Reduce the Ratio of Psychologist/Pupil	34.483
Schedule Visits So Time Is Not Wasted	3.448
Speed Up the Lapse Between Evaluation and Written Report	13.793
Talk to Classes	1.724
Test More Often	1.724
TOTALS	<u>100.000</u>

TABLE XXVI
SERVICES WHICH WERE REPORTED TO BE NEEDED
AND ARE NOT BEING PROVIDED

Needed	Percent
Serve All School Children Not Only Handicapped	2.381
Classroom Observation	2.381
Consult with Administration	2.381
Consult with Teachers	2.381
Coordinate Work with Agencies	2.381
Counsel Students	21.429
Crisis Intervention	4.762
Provide Service for the Educational Development of the Total School	2.381
Evaluation and Follow-up	11.905
More Work with Regular Teachers	9.524
Increase Number of Psychologists	4.762
Screening	2.381
Social Work	2.381
Speed Up Services	4.762
Testing and Recommendations	19.048
Tests Are Not Through	4.762
TOTALS	100.000

PRACTITIONER QUESTIONNAIRE

In April 1977, 234 practitioner questionnaires were disseminated by mail to practicing school psychologists and educational evaluators in South Carolina. The Practitioner Questionnaire contained forty-eight descriptions of specific tasks which might be performed by school psychologists; respondents were asked to rate these on a one-to-five scale according to the relative importance of that task to their current position. There were also four open-ended questions, requiring school psychologists to generate descriptions of their own functions. Finally, there were items requesting information about the size of the school districts and communities in which the psychologists were working. Ninety-five (95) of the Practitioner Questionnaires were returned in usable form.

Relationship to Schools

The school psychologists were first asked to define their relationship to the school district. Approximately 94 percent (94.3 percent) were full-time employees, over 4 percent (4.4 percent) were part-time employees, and only 1.1 percent were contractual service personnel.

Evaluation of Current Psychological Services by Psychologists

The next forty-eight items asked psychologists to rate task descriptors according to their relative importance for school psychologists currently working in their schools. The rank ordered mean ratings of these items are shown in Table XXVII. The items most frequently indicated as major components for psychologists' current function included assessment of individual intellectual functioning, writing comprehensive reports, participating in staffing committees, assessment of perceptual motor skills, the evaluation of learning disabilities, individual personality evaluation, and reporting test findings with parents, teachers, and administrative staff. The services now provided by the school psychologists that are viewed as least important included teaching at a nearby college or university, conducting play therapy sessions, writing a budget, participation on interdepartmental committees, going to PTA meetings, and coordinating research activities.

The four open-ended questions on the Practitioner Questionnaire drew fewer responses than the checklist items; however, as shown in Table XXVIII, over 51 percent of the respondents felt that testing was a function that they could do less often. Additionally, paperwork was a function with which over 30 percent of the respondents showed a desire to have less involvement.

When asked what functions psychologists should perform more often, the highest percentage of school psychologists responding to this item indicated that they would like to do more counseling with students. These figures are shown in Table XXIX.

Insofar as factors which hinder the school psychologists from being maximally effective in the schools, the overwhelming majority, 58.5 percent, suggested that the ratio of school psychologists per pupil is currently too low. Conflicts with local education administration, too much emphasis on testing, and new federal and state guidelines were also factors that were listed as hindrances to the effectiveness of school psychologists.

TABLE XXVII

Rank Ordered Mean Responses to Task Descriptions

- 1 - the primary aspect of a psychologist's job
 2 - one of the major components of a psychologist's job
 3 - of some importance in a psychologist's job
 4 - a minor component of a psychologist's job
 5 - not performed by psychologists

	Rank	SD	Mean Response
Assessment of individual intellectual functioning of pupils via WISC-R, WAIS, Stanford-Binet, etc.	1	0.650	1.31
Write a comprehensive report of findings and recommendations	2	0.840	1.46
Participate as member of staffing committees for special education placement	3	0.704	1.58
Individual perceptual-motor evaluation via Bender-Gestalt, Harris Lateral Dominance, Frostig, etc.	4	0.935	1.62
Individual Language or learning disability evaluation via Illinois Test of Psycholinguistic Ability, Wepman, etc.	5	0.906	1.67
Individual personality evaluation via Children's Apperception Test, Sentence Completion, Drawing Tasks, TAT, etc.	6	0.959	1.90
Have reporting sessions with parents of pupils evaluated or assisted	7	1.040	2.17
Review your findings and recommendations with pupil's teachers or principal	8	0.989	2.18
Have reporting or discussion session with the pupil's teachers or principal	9	1.055	2.22
Review your findings and recommendations with faculty	10	1.187	2.25
Individual academic achievement estimate via Peabody Individual Achievement Test, Wide Range Achievement Test, etc.	11	1.451	2.39
Interview with teachers that have opportunity to observe a pupil being evaluated or assisted	12	0.931	2.49
Interview of administrator or other support personnel (counselors, diagnosticians, etc.) having information pertaining to pupils being evaluated or assisted	13	0.934	2.52
Participate in professional organizations at local, state and national level	14	1.100	2.79
Supervise transmittal of professional information of a psychological nature about pupils	15	1.133	2.84
Coordinate appraisal input sought from other professionals outside the regular school staff, such as neurologists, psychiatrists, and psychologists	16	1.144	2.85
Parental interview or written input concerning a pupil's being evaluated or assisted	17	1.243	2.86
Coordinate with outside of school agencies those services related to evaluation or assisting youth with psychological needs. (Examples might include Mental Health/Mental Retardation; Family and Child Guidance Centers, Rehabilitation)	18	1.003	2.92
Review of pupil's cumulative record form	19	1.015	2.93
Assist with behavioral management programming	20	1.193	3.08
Supervise work of psychological associate(s)	21	1.592	3.15
Participate as member of screening committee to screen students for possible psychological, behavioral or academic problems	22	1.398	3.28
Participate by accepting duties of a crisis intervention nature	23	1.217	3.33
Develop academic programs for specific pupils	24	1.225	3.38
Participate in staff development or in-service activities for teachers	25	1.078	3.40

	Rank	SD	Mean Response
Coordinate appraisal services obtained through the Regional Resource Centers	26	1.185	3.40
Plan and implement staff development programs for psychological services personnel	27	1.255	3.44
Classroom observations of pupils	28	0.982	3.55
Individual counseling and guidance with pupils	29	1.214	3.58
Review your findings and recommendations with pupil	30	1.124	3.60
Psychological services for school staff or school personnel	31	1.451	3.73
Recommend employment of personnel providing services of a psychological nature	32	1.312	3.74
Coordinate legal inquiries of a psychological nature about a pupil, such as with the juvenile authority, custody cases, and criminal court inquiries	33	1.146	3.78
Participate in certain public business, professional, service and parent groups	34	1.124	3.79
Participate in the writing, planning and implementation of special projects of the districts	35	1.044	3.94
Coordinate activities of graduate interns and practicum students	(tie) 36	1.145	3.95
Participate in due process hearings for students related to certain disciplinary actions, such as drug abuse, corporal punishment, or suspensions	(tie) 36	1.252	3.95
Individual medical and developmental history for students being evaluated or assisted	37	1.164	3.97
Family guidance and/or counseling	38	1.119	4.01
Group counseling sessions with pupils	39	1.158	4.02
Cooperate with or initiate certain research activities that are part of the school district's function such as program evaluation	40	1.080	4.03
Individual social development history for pupils being evaluated or assisted	41	1.112	4.07
Participate in Parent-Teacher Association meetings	42	0.930	4.17
Coordinate certain research activity	43	1.018	4.19
Member of committees formed on interdepartmental basis, such as Teacher Education Centers, Reading Clinics, Student Affairs	44	0.932	4.39
Assist with or prepare budget	45	1.021	4.40
Play therapy sessions	46	0.799	4.49
Contribute by teaching at nearby college or university formal courses for college credit	47	0.880	4.58

TABLE XXVIII

FUNCTIONS PSYCHOLOGISTS FELT THAT THEY
SHOULD NOT DO OR DO LESS OFTEN

Function	Frequency	Percent
Educational Development	2	2.846
Implementation of State Guidelines	3	5.796
Paper Work	16	30.796
Public Relations Work	1	1.923
Re-Evaluations	1	1.923
Social Work	2	3.846
Testing	27	51.923
TOTALS	52	100.000

TABLE XXIX

FUNCTIONS PSYCHOLOGISTS FELT THAT
THEY SHOULD DO MORE OFTEN

Function	Frequency	Percent
Administration	3	4.839
Consult with Teacher and Parents	16	25.806
Counsel Students	17	27.419
Crisis Intervention	2	3.226
Educational Development	11	17.742
Work with General Education Children	2	3.226
In-service with Faculty	9	14.516
Evaluation of Handicapped Children	2	3.226
TOTALS	62	100.000

TABLE XXX
FACTORS THAT HINDER SCHOOL PSYCHOLOGISTS
FROM BEING MAXIMALLY EFFECTIVE
IN THEIR ROLE

Factor	Frequency	Percent
The Local Educational Administration	5	8.562
Good Public Relations	1	1.429
State Guidelines	8	11.429
Salary	1	1.429
No Power	2	2.858
No Secretary	1	1.429
Paper Work	1	1.429
Ratio of Psychologist/Pupil is Too Low	41	58.571
Lack of Office Space	2	2.858
No Teacher Conferences (Follow-Up)	1	1.429
Too Much Testing	6	8.571
TOTALS	70	100.000

Finally, school psychologists were asked to indicate the main contribution of their work to the school. The psychologists responding to this item reported that placement of handicapped school children was currently their primary contribution (45.07 percent). Over 23 percent (23.9) stated that educational prescriptions were their major asset. More than 15 percent (15.5) said that educational development experiences, including in-service, research, etc., contributed most. Less than 3 percent indicated that the resources of school psychologists were very minor in the total school development process. These figures are shown in Table XXXII.

Over 48 percent of the psychologists responding pointed out that their districts had more than ten thousand pupils. Greater than 28 percent worked for districts with school populations between five and ten thousand students, while more than 21 percent worked in school districts where total student enrollment ranged between one and five thousand. Only a little over 1 percent of the respondents worked in districts whose total enrollment ranged below one thousand students. (See Table XXXII.)

TABLE XXXI

FACTORS THAT SCHOOL PSYCHOLOGISTS CONTRIBUTE
TO THE EDUCATION OF CHILDREN
AND THE SCHOOL SYSTEM

Factors	Frequency	Percent
Child Advocacy	2	2.817
Crisis Intervention	2	2.817
Educational Development	11	15.493
Educational Prescription	17	23.943
Labeling Children	1	1.408
Nothing	1	1.408
Placement of Handicapped Children	32	45.070
Testing of Children with Problems	5	7.042
TOTALS	71	100.000

TABLE XXXII

NUMBER OF RESPONDENTS TO PRACTITIONER
QUESTIONNAIRE ACCORDING TO
DISTRICT SIZE

Population of District	Frequency	Percent
Less than 1,000	1	1.220
Between 1,000 and 5,000	18	21.951
Between 5,001 and 10,000	3	28.049
Over 10,000	4	48.780
TOTALS	82	100.000

SUMMARY

This survey was designed to provide a data base to assist the Department of Education, university trainers, school psychologists, district superintendents, and select state legislators in the short- and long-range planning for the efficient delivery of quality psychological services in South Carolina's public schools. To this end, the opinions of school psychologists, administrators, teachers, and university trainers were sought relative to priority service needs of local educational agencies and university training programs.

Conclusions Based Upon Data Analysis

Ratio

A major observation, which has repeatedly been reflected in this data, is the fact that there may not be enough school psychologists available in the local educational agencies to do what is needed. Although school psychology has grown in South Carolina to over 268 practicing school psychologists and educational evaluators for the 1977-78 school year, the most frequent recommendation of public school administrators, school psychologists, and classroom teachers for improving psychological services in the schools is that of reducing the current ratio of psychologists per pupil.

Certification, Supervision and Internship Experiences

The University of South Carolina and the Winthrop College School Psychology Training Program, as well as the majority of school psychologists sampled, expressed a need for revisions in the certification standards of educational evaluators. More specifically, nearly 60 percent of the school psychologists surveyed suggested that consideration be given to the elimination of this status. When respondents were asked to identify the minimum certification level for practicing school psychologists, 74 percent indicated that school psychologist's level I should be the minimal entry level for the profession; however, school psychologist level II was chosen as the minimal certification level for autonomous practice.

Additional areas of concern for both university trainers and practicing school psychologists were those of internship experiences and supervision. Currently certification requirements for all four areas (i.e., educational evaluator, school psychologist I, school psychologist II, and school psychologist III), specify a completion of an internship in a school-related setting or a school psychology training program. When the internship is secured in a "school-related setting" that is not affiliated with an approved training program, there is no established and consistent method of supervision. Typically, the intern is asked to do whatever the priority concern is for the district at that time. This could inherently limit the range of experiences of an intern.

In some cases, the field-based internship has led to an out-of-field "degree" which has resulted in concerns from both practitioners and school psychology training programs relative to the number of individuals who are able to secure certification as a "school psychologist" without ever completing an approved school psychology training program. In effect, this survey reflects the concern that field-based internship experiences should not become a "port of entry" for out-of-field persons who wish to gain easy access to the profession.

The other major issue is that of supervision. Currently, educational evaluators and psychologists I are not permitted to evaluate students for special placement, except under the supervision of a psychologist II or a psychologist III; however, specific details relative to what constitutes supervision have yet to be formulated. In the absence of guidelines for supervision, the co-signing of psychological reports has been the procedure of choice for evidence of supervision in most districts. However, in the present survey, when asked to define supervision, no (0) respondents concurred that supervision should be solely defined as the co-signing of psychological write-ups. The majority of respondents, 56.9 percent, indicated that supervision should be resident supervision only, by a level II or III psychologist who is a full-time employee of the school district. Only 3 percent of the respondents suggested that supervision should not be required.

Follow-Up to Survey

The purpose of this survey was to establish a data base that would assist the Department of Education, university trainers, and local education agencies in the formulation of short- and long-range projections for the improvement of the delivery of quality psychological services in South Carolina's public schools. It is intended that the data contained herein be helpful to *ad hoc* committees, Department of Education task force teams, professional organizations, and state legislators as, together, we strive to provide the very best in education for the school children in South Carolina.

APPENDIX A **CERTIFICATION REQUIREMENTS**

If your name and address is incorrect, please indicate below:

Please indicate your current certification status:

1. ☐ Educational Evaluator
2. ☐ School Psychologist I
3. ☐ School Psychologist II
4. ☐ School Psychologist III

Please indicate those areas listed below in which you have been awarded a degree. (Indicate the degree by using this key, 1=Bachelor's; 2=Master's; 3=Doctorate; 4=Sixth-year degree.)

Major Area	Degree	College or University	Date
5. School Psychology	_____	_____	_____
6. General Psychology	_____	_____	_____
7. Clinical Psychology	_____	_____	_____
8. Special Education	_____	_____	_____
9. Education	_____	_____	_____
10. Guidance-Counseling	_____	_____	_____
11. School-Administration	_____	_____	_____
12. Other (Specify)	_____	_____	_____

Please indicate certification or licenses held:

13. ☐ teacher certificate
14. ☐ visiting teacher certificate
15. ☐ counselor certificate
16. ☐ educational evaluator certificate
17. ☐ school psychologist certificate
18. ☐ licensed psychologist

Please indicate below the relationship between your practicum training and the services you now provide.

- 19. ☐ My training was adequate.
- 20. ☐ I perform occasional functions for which I was not adequately trained.
- 21. ☐ I perform major or frequent functions for which I was not adequately trained.
- 22. ☐ My training was almost completely irrelevant.

Do you think deletions, additions or revisions of present training programs and certification requirements are needed?

23. ☐ Yes

24. ☐ No

If your answer to the above question is "yes," please indicate your suggestions or recommendations relative to certification requirements by completing the following:

The entry certification level for practicing school psychologists should be:

- 25. ☐ educational evaluator
- 26. ☐ school psychologist I
- 27. ☐ school psychologist II
- 28. ☐ school psychologist III

The minimal amount of certification which would allow autonomous practice (i.e., without supervision), should be:

- 29. ☐ educational evaluator
- 30. ☐ school psychologist I
- 31. ☐ school psychologist II
- 32. ☐ school psychologist III

Supervision should be defined as:

- 33. ☐ solely the co-signing of psychological write-ups
- 34. ☐ resident supervision by a level III member of the district's full-time staff
- 35. ☐ itinerate supervision by level III persons
- 36. ☐ resident supervision by level II or level III full-time district personnel
- 37. ☐ itinerate supervision by level II or level III persons

38. ____ resident supervision by level II or III full-time district personnel

39. ____ itinerate supervision by level I, II, or III persons

40. ____ supervision should not be required, only recommended

Should consideration be given to the elimination of educational evaluators?

41. ____ Yes

42. ____ No

Do you think deletions, additions or revisions of the present certification requirements for educational evaluators are needed?

43. ____ Yes

44. ____ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for Educational Evaluators

	1-Delete	2-Add	3-Revise
45. A bachelor's degree plus 18 semester hours of graduate credit. (Nine semester hours of undergraduate credit above the bachelor's degree may be substituted for 9 of the 18 semester hours of graduate credit.)	_____	_____	_____
46. Recommendation from the college or university in which the greater part of the course work was taken.	_____	_____	_____
47. A health report.			
48. A grade A or B on the National Teacher Examination or a composite of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	_____	_____	_____

Six semester hours in psychological foundations taken from the following courses:

49. Educational Psychology	_____	_____	_____
50. Developmental Psychology	_____	_____	_____
51. Psychology of Exceptional Children	_____	_____	_____
52. Psychology of the Disadvantaged	_____	_____	_____
53. Mental Retardation	_____	_____	_____

Six semester hours in psychological skills, methods, and techniques, taken from the following courses:

	1-Delete	2-Add	3-Revise
54. Psychometric Techniques-Individual Testing	_____	_____	_____
55. Remedial Methods in Reading	_____	_____	_____
56. Speech and Hearing Disorders	_____	_____	_____
57. Special Learning Disabilities	_____	_____	_____
58. Guidance Techniques	_____	_____	_____
59. Special Education	_____	_____	_____

Six semester hours in educational foundations taken from the following:

60. History of Education	_____	_____	_____
61. Philosophy of Education	_____	_____	_____
62. School Administration	_____	_____	_____
63. School Practices and Methods of Training	_____	_____	_____
64. Curriculum	_____	_____	_____
65. School in the Social Order	_____	_____	_____
66. Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.	_____	_____	_____

Do you think deletions, additions or revisions of the present certification requirements for school psychologists, level I, are needed?

67. ____ Yes

68. ____ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for School Psychologist I

69. Recommendation from the college or university granting the degree.	_____	_____	_____
70. Health report, examination made at time of application for certificate.	_____	_____	_____

	1-Delete	2-Add	3-Revise
71. Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on an area examination.	_____	_____	_____

Eighteen semester hours in psychological foundations taken from the following courses:

72. Educational Psychology	_____	_____	_____
73. Developmental Psychology	_____	_____	_____
74. Psychology of Exceptional Children	_____	_____	_____
75. Psychology of the Disadvantaged	_____	_____	_____
76. Mental Retardation	_____	_____	_____
77. Experimental Psychology	_____	_____	_____
78. Learning	_____	_____	_____
79. Personality	_____	_____	_____
80. Perception	_____	_____	_____
81. Motivation	_____	_____	_____
82. Physiological Psychology	_____	_____	_____
83. Comparative Psychology	_____	_____	_____
84. Social Psychology	_____	_____	_____
85. History and Systems of Psychology	_____	_____	_____

Twelve semester hours in psychological skills, methods and techniques, taken from the following courses:

86. Statistics	_____	_____	_____
87. Psychometric Techniques	_____	_____	_____
88. Remedial Methods in Reading	_____	_____	_____
89. Speech and Hearing Disorders	_____	_____	_____
90. Guidance Techniques	_____	_____	_____
91. Special Education	_____	_____	_____
92. Special Learning Disabilities	_____	_____	_____

Six semester hours in educational foundations and school organizations taken from the following courses:

	1-Delete	2-Add	3-Revise
93. History of Education	_____	_____	_____
94. Philosophy of Education	_____	_____	_____
95. School Administration	_____	_____	_____
96. School Practices and Methods of Teaching	_____	_____	_____
97. Curriculum	_____	_____	_____
98. School in the Social Order	_____	_____	_____
99. Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.	_____	_____	_____

Do you think deletions, additions or revisions of the present certification requirements for school psychologist, level II, are needed?

100. ____ Yes

101. ____ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for School Psychologist II

102. School Psychologist I Certificate with a minimum of 60 semester hours of graduate study.	_____	_____	_____
103. Recommendation from the college or university in which the greater part of the course work was taken.	_____	_____	_____
104. Health report, examination made at time of application for certificate.	_____	_____	_____
105. Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	_____	_____	_____
106. A minimum of 60 semester hours of graduate study.	_____	_____	_____

Twenty-seven semester hours in psychological foundations taken from the following courses:

	1-Delete	2-Add	3-Revise
107. Educational Psychology	_____	_____	_____
108. Developmental Psychology	_____	_____	_____
109. Psychology of Exceptional Children	_____	_____	_____
110. Psychology of the Disadvantaged	_____	_____	_____
111. Mental Retardation	_____	_____	_____
112. Experimental Psychology	_____	_____	_____
113. Learning	_____	_____	_____
114. Personality	_____	_____	_____
115. Perception	_____	_____	_____
116. Motivation	_____	_____	_____
117. Physiological Psychology	_____	_____	_____
118. Comparative Psychology	_____	_____	_____
119. Social Psychology	_____	_____	_____
120. History and Systems of Psychology	_____	_____	_____
121. Professional School Psychology	_____	_____	_____
122. Group Dynamics	_____	_____	_____
123. Psychopathology	_____	_____	_____

Eighteen semester hours in psychological skills, methods and techniques taken from the following courses:

124. Statistics	_____	_____	_____
125. Psychometric Techniques	_____	_____	_____
126. Remedial Methods in Reading	_____	_____	_____
127. Speech and Hearing Disorders	_____	_____	_____
128. Special Learning Disabilities	_____	_____	_____
129. Guidance Techniques	_____	_____	_____
130. Special Education	_____	_____	_____

	1-Delete	2-Add	3-Revise
131. Psychotherapy	_____	_____	_____
132. Techniques of Interviewing and Consulting	_____	_____	_____
133. Behavior Modification	_____	_____	_____
134. Research in School Problems	_____	_____	_____
135. Practicum in School Psychology	_____	_____	_____

Nine semester hours in educational foundations and school organization, taken from the following courses:

136. History of Education	_____	_____	_____
137. Philosophy of Education	_____	_____	_____
138. School Practices and Methods of Teaching	_____	_____	_____
139. School Administration	_____	_____	_____
140. Curriculum	_____	_____	_____
141. School in the Social Order	_____	_____	_____
142. School-Community Relations	_____	_____	_____
143. Successful completion of an internship of one college semester as a school psychologist under the supervision of a school psychologist III.	_____	_____	_____
144. An additional six (6) semester hours in courses closely related to the student's interests and professional development.	_____	_____	_____

Do you think deletions, additions, or revisions of the present certification requirements for school psychologist III, are needed?

145. ____ Yes

146. ____ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking columns one (1), two (2), or three (3).

Requirements for School Psychologist III

147. A doctorate	_____	_____	_____
148. A recommendation from the college or university granting the degree.	_____	_____	_____

		1-Delete	2-Add	3-Revise
149.	A health report, examination made at time of application for certificate.	_____	_____	_____
150.	Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	_____	_____	_____
151.	A minimum of 60 semester hours of graduate study.	_____	_____	_____

Twenty-seven semester hours in psychological foundations, taken from the following courses:

152.	Educational Psychology	_____	_____	_____
153.	Developmental Psychology	_____	_____	_____
154.	Psychology of Exceptional Children	_____	_____	_____
155.	Psychology of the Disadvantaged	_____	_____	_____
156.	Mental Retardation	_____	_____	_____
157.	Experimental Psychology	_____	_____	_____
158.	Learning	_____	_____	_____
159.	Personality	_____	_____	_____
160.	Perception	_____	_____	_____
161.	Motivation	_____	_____	_____
162.	Physiological Psychology	_____	_____	_____
163.	Comparative Psychology	_____	_____	_____
164.	Social Psychology	_____	_____	_____
165.	History and Systems of Psychology	_____	_____	_____
166.	Professional School Psychology	_____	_____	_____
167.	Group Dynamics	_____	_____	_____
168.	Psychopathology	_____	_____	_____

Eighteen semester hours in psychological skills, methods and techniques, taken from the following courses:

169.	Statistics	_____	_____	_____
170.	Psychometric Techniques	_____	_____	_____

	1-Delete	2-Add	3-Revise
171. Remedial Methods in Reading	_____	_____	_____
172. Speech and Hearing Disorders	_____	_____	_____
173. Special Learning Disabilities	_____	_____	_____
174. Guidance Techniques	_____	_____	_____
175. Special Education	_____	_____	_____
176. Psychotherapy	_____	_____	_____
177. Techniques of Interviewing and Consulting	_____	_____	_____
178. Behavior Modification	_____	_____	_____
179. Research in School Problems	_____	_____	_____
180. Practicum in School Psychology	_____	_____	_____

Nine semester hours in educational foundations and school organizations, taken from the following courses:

181. History of Education	_____	_____	_____
182. Philosophy of Education	_____	_____	_____
183. School Administration	_____	_____	_____
184. School Practices and Methods of Teaching	_____	_____	_____
185. Curriculum	_____	_____	_____
186. School in the Social Order	_____	_____	_____
187. School-Community Relations	_____	_____	_____
188. Successful completion of an internship of one academic year as a school psychologist under the supervision of a school psychologist III.	_____	_____	_____
189. An additional six (6) semester hours in courses closely related to the student's interests and professional development.	_____	_____	_____

Please use the space below or attach additional sheets for further comments and recommendations.
Please return to:

Dr. Paul L. Evans, Consultant
Psychological Services
Office of Programs for the Handicapped
South Carolina Department of Education
Columbia, South Carolina 29201

APPENDIX B

TEACHER/ADMINISTRATOR QUESTIONNAIRE

In an effort to assess the nature and quality of school psychological services in South Carolina, the State Department of Education, Office of Programs for the Handicapped, is seeking the opinions and advice of professionals in education whose work affords the opportunity for contact with school psychologists. Your assistance in completing this questionnaire is most appreciated. Upon completion, please return to Dr. Paul L. Evans, Office of Programs for the Handicapped, South Carolina Department of Education, 1429 Senate Street, Columbia, South Carolina 29201 (by May 15, 1978).

NAME _____

ADDRESS _____

Please indicate your relationship to the school system: Teacher (specify) _____
Administrator (specify) _____
Other (specify) _____

1. In the past six months how many times have you had professional contact with a school psychologist in your work setting? (Indicate response by circling.)

1 - never

2 - only a few

3 - weekly or more often

2. How frequently are these contacts helpful?

1 - always

2 - almost always

3 - rarely

4 - never

3. What services do school psychologists perform which you judge to be the most helpful to you?

4. Can you suggest ways of improving the usefulness of school psychologists to you in the performance of your job?

5. Please describe any necessary pupil services of a psychological nature which you feel currently are not being provided at an adequate level.

APPENDIX C

PRACTITIONER QUESTIONNAIRE

Please indicate your relationship to the school system:

1. ____ Full-time employee of a school district or system
2. ____ Part-time employee of a school district or system
3. ____ Contract with a school district or system to provide psychological services (either to provide consultation or to provide direct pupil diagnosis)

Please indicate the relative importance (in terms of time allocated and priority) of the following activities performed by school psychologists. Answer, using the following key, in the light of how school psychologists in your district **currently** function.

- 1 — the primary aspect of a psychologist's job
- 2 — one of the major components of a psychologist's job
- 3 — of some importance in a psychologist's job
- 4 — a minor component of a psychologist's job
- 5 — not performed by psychologists

1. ____ Classroom observations of pupils
2. ____ Participate as member of screening committee to screen students for possible psychological, behavioral or academic problems
3. ____ Assessment of individual intellectual functioning of pupils via WISC-R, WAIS, Stanford-Binet, etc.
4. ____ Individual perceptual-motor evaluation via Bender-Gestalt, Harris Lateral Dominance, Frostig, etc.
5. ____ Individual language or learning disability evaluation via Illinois Test of Psycholinguistic Ability, Wepman, etc.
6. ____ Individual personality evaluation via Children's Apperception Test, Sentence Completion, Drawing Tasks, TAT, etc.
7. ____ Individual academic achievement estimate via Peabody Individual Achievement Test, Wide-Range Achievement Test, etc.
8. ____ Individual medical and developmental history for students being evaluated or assisted
9. ____ Individual social development history for pupils being evaluated or assisted
10. ____ Review of pupil's cumulative record form
11. ____ Interview with teachers that have opportunity to observe a pupil being evaluated or assisted

12. ____ Parental interview or written input concerning a pupil's being evaluated or assisted
13. ____ Interview of administrator or other support personnel (counselors, diagnosticians, etc.) having information pertaining to pupils being evaluated or assisted
14. ____ Write a comprehensive report of findings and recommendations
15. ____ Review your findings and recommendations with faculty
16. ____ Have reporting sessions with parents of pupils evaluated or assisted
17. ____ Review your findings and recommendations with pupil
18. ____ Have reporting or discussion session with the pupil's teachers or principal
19. ____ Review your findings and recommendations with pupil's teachers or principal
20. ____ Coordinate appraisal input sought from other professionals outside the regular school staff, such as neurologists, psychiatrists, and psychologists
21. ____ Coordinate with outside of school agencies those services related to evaluation or assisting youth with psychological needs. (Examples might include Mental Health/Mental Retardation, Family and Child Guidance Centers, Rehabilitation)
22. ____ Coordinate appraisal services obtained through the Region Resource Centers
23. ____ Coordinate certain research activity
24. ____ Cooperate with or initiate certain research activities that are part of the school district's function, such as program evaluation
25. ____ Coordinate activities of graduate interns and practicum students
26. ____ Participate in the writing, planning and implementation of special projects of the district
27. ____ Supervise transmittal of professional information of psychological nature about pupils
28. ____ Participate in Parent-Teacher Association meetings
29. ____ Participate in staff development or in-service activities for teachers
30. ____ Assist with behavioral management programming
31. ____ Participate by accepting duties of a crisis intervention nature
32. ____ Participate in certain public business, professional, service and parent groups
33. ____ Contribute by teaching at nearby college or university formal courses for college credit
34. ____ Participate as member of staffing committees for special education placement
35. ____ Supervise work of psychological associate(s)
36. ____ Assist with or prepare budget

37. ____ Member of committees formed on interdepartmental basis, such as teacher education centers, reading clinics, student affairs
38. ____ Participate in due process hearings for students related to certain disciplinary actions, such as drug abuse, corporal punishment, or suspensions
39. ____ Coordinate legal inquiries of a psychological nature about a pupil, such as with the juvenile authority, custody cases, and criminal court inquiries
40. ____ Recommend employment of personnel providing services of a psychological nature
41. ____ Plan and implement staff development programs for psychological services personnel
42. ____ Participate in professional organizations at local, state and national level
43. ____ Psychological services for school staff or school personnel
44. ____ Individual counseling and guidance with pupils
45. ____ Group counseling sessions with pupils
46. ____ Family guidance and/or counseling
47. ____ Play therapy sessions
48. ____ Develop academic programs for specific pupils
49. Describe any functions you feel psychologists in your district should **not** perform or perform less often, indicating why the change would be desirable.
50. Indicate any functions you would like psychologists to perform or to perform more often, indicating why the change would be appropriate.
51. What factors hinder psychologists in your district from being maximally effective in their role?

52. What do psychologists mainly contribute to the educational process of the child and the overall function of the school?

53. Approximately how many pupils are there in your district?

- 1 _____ Less than 1,000
- 2 _____ Between 1,000 – 5,000
- 3 _____ Between 5,001 – 10,000
- 4 _____ Over 10,000 (indicate number)

APPENDIX D
TRAINER QUESTIONNAIRE

1. Name of Institution Reporting: _____
Department/College/Section: _____
Name of Respondent: _____
Type of Student Graduated (Doctoral, Master's, Educational Evaluators): _____

(Please fill out a separate form for each program. All information is kept confidential except for compilation.)

2. Please describe the philosophy/goals of your training. For what roles in school psychology are your graduates prepared?
3. Summarize the curriculum requirements for completion of your program (please attach brochure or descriptive material if available).
4. Briefly indicate the nature and extent of the specific preparation your students receive in each of the following areas:
- a. Supervised practice (including type of supervisor)
 - b. Working with minority groups (e.g., educational issues, psycho-social characteristics)
 - c. Consultation and communication with other professionals
 - d. Consultation and communication with parents and laypeople

- e. Classroom teaching (at what levels: elementary, junior high, senior high)
 - f. Knowledge of school and classroom setting
 - g. Knowledge of community
 - h. Professional ethics
 - i. Knowledge of curriculum development and requirements
 - j. Research
5. a. Approximately how many students are currently enrolled in your program?

- b. Approximately how many students were enrolled in your program two years ago?

- c. Approximately how many students are anticipated in your program two years from now?

6. Approximately what percentage of your graduates find employment in South Carolina

- Of the above, what type of jobs do they typically take?
- Of those who leave the state, what are their main reasons (to the best of your knowledge)?
7. In what areas and/or ways do you feel your graduates are not effectively used by the agencies that employ them? (That is, what skills do you train them in that they do not have sufficient opportunity to use?)

What can be done about the above?

8. Do you have feedback reflecting a need or request for skills not currently provided in your training program? If so, what?

9. What recommendations would you make about effective delivery and utilization of psychological services in the schools in South Carolina?

Are there states or documents that you regard as "models" to be followed by others in the above?

10. Can you describe the amounts and sources of funds available for your program, currently and projected for the future?

11. a. Number of full-time faculty involved in the program _____

b. Number of part-time faculty involved in the program _____

12. Primary area of training of faculty: indicate number. _____

Clinical	_____	_____
Educational	_____	_____
Social	_____	_____
Other _____	_____	_____
Doctoral	_____	_____
Non-Doctoral	_____	_____

13. Additional comments:

APPENDIX E

Currently four practitioner levels exist for certification of psychological specialist in the schools: (1) the educational evaluator, (2) the psychologist I, (3) the psychologist II, and (4) the psychologist III.

In September of 1976, a review of certification requirements for psychological specialists was initiated. To aid in this review, a sample of opinions relative to our consideration of eliminating the educational evaluator certification status for school psychologist was made.

The sample group consisted of twenty (20) persons including five (5) district superintendents, five (5) coordinators of special education, five (5) school psychologists and five (5) agency representatives.

Of the twenty (20) professionals sampled, twelve (60 percent) were in favor of keeping the educational evaluator; six (30 percent) were in favor of elimination of the educational evaluator status; two (10 percent) have not responded. (Both are district superintendents.)

APPENDIX F

RESPONDENTS TO THE QUESTIONNAIRE ON CERTIFICATION OF SCHOOL PSYCHOLOGISTS

OBS	NAME	CERT	DEGRE	TYPE	PRACT	REVS	EL	MINC	SUPV	OUTEE	REVSE	RESPI	RSPII	RPIII	ADQ	NADQ	NTR	ITR	BACH	MAST	DOCT	SIXT
1	CARSON B	EDEVL	1	OTH	1	1	EDEVL	SPIII	IIII	0	1	0	0	0	1	0	0	0	1	0	0	0
2	DARRACOTT	SPII	2	GC	2	1	SPI	SPI	IIII	1	1	0	0	0	0	1	0	0	0	1	0	0
3	BOMAN D	SPIII	3	GP	1	1	EDEVL	SPIII	IIII	0	1	1	0	0	1	0	0	0	0	0	1	0
4	HAY C	EDEVL	2	SE	2	1	EDEVL	SPII	RII	1	1	0	0	0	0	1	0	0	0	1	0	0
5	STURGIS C	SPI	2	SP	1	1	SPI	SPII	RIII	1	1	0	0	0	1	0	0	0	0	1	0	0
6	RIGSBY M	SPII	2	SP	1	1	SPI	SPII	RII	1	1	0	0	0	1	0	0	0	0	1	0	0
7	HARRIS C	SPI	2	SP	1	1	EDEVL	SPI	RII	0	1	0	0	0	1	0	0	0	0	1	0	0
8	EVANS J	SPIII	3	GP	1	1	SPI	SPII	RII	1	1	1	1	1	1	0	0	0	0	0	1	0
9	ASSEY P	SPII	2	SP	3	1	SPI	SPI	RII	1	1	0	0	0	0	0	1	0	0	1	0	0
10	TAYLOR H	SPII	2	GC	2	1	EDEVL	SPI	RII	0	0	0	0	0	0	1	0	0	0	1	0	0
11	WILLIAMS W	SPII	2	GC	3	1	SPI	SPI	RII	1	1	1	0	0	0	0	1	0	0	1	0	0
12	JULIAN J	SPII	4	SP	1	1	EDEVL	SPII	RII	0	1	0	1	1	1	0	0	0	0	0	0	1
13	MEDWAY F	SPIII	3	OTH	1	1	SPI	SPII	RIII	1	1	1	1	1	1	0	0	0	0	0	1	0
14	COLGAN M	SPII	4	SP	1	0			RII	0	0	0	0	0	1	0	0	0	0	0	0	1
15	REEVES J	SPII	4	SP	1	1	SPI	SPII	RII	1	1	1	1	1	1	0	0	0	0	0	1	0
16	TINDALL R	SPIII	3	GC	1	1	SPII	SPII	RIII	1	1	1	1	1	0	1	0	0	0	1	0	0
17	HODGE C	SPII	2	SP	2	1	SPII	SPII	RII	1	1	1	1	0	0	1	0	0	0	1	0	0
18	GORDON M	SPI	2	SP	1	0	SPI	SPI	SREC	1	0	0	0	0	1	0	0	0	0	1	0	0
19	WILLIFORD	SPI	2	SP	1	1	EDEVL	SPII	III	0	1	0	0	0	1	0	0	0	0	1	0	0
20	POUND T	SPII	2	SP	4	1	SPI	SPII	III	1	1	0	0	0	0	0	1	0	0	1	0	0
21	POUND C	SPII	2	ED	1	1	SPI	SPII	III	1	1	0	0	0	1	0	0	0	0	1	0	0
22	CANTRELL V	SPI	2	SP	2	1			SPII	0	1	0	0	0	0	1	0	0	0	1	0	0
23	GARDNER S	SPI	2	ED	2		SPI	SPII	III	1	1	0	0	0	0	1	0	0	0	1	0	0
24	THOMAS C	EDEVL	1	GP	1	1	EDEVL	SPII	RII	0	0	0	0	0	1	0	0	0	1	0	0	0
25	COKER E	SPI	2	GC	1	1	SPI	SPI	IIII	0	1	0	0	0	1	0	0	0	0	0	0	1
26	DEWITT L	SPII	4	ED	2	1	SPI	SPI	RII			0	0	0	0	1	0	0	0	0	1	0
27	EDWARDS R	SPIII	3	SP	3	1	SPI	SPII	RII	1	1	1	1	1	0	0	1	0	0	0	1	0
28	FITCH W	SPII	2	SE	2	1	SPI	SPII	IIII	0	1	0	0	0	0	1	0	0	0	0	0	1
29	REAMES J	SPII	4	SP	2	1	SPI	SPII	RII	0	1	1	0	0	0	1	0	0	0	0	0	1
30	VAUGHN B	SPI	2	ED	1	0					0	0	0	0	1	0	0	0	0	1	0	0
31	BOOTH J	SPII	2	SP	2	1	SPI	SPII	RII			0	0	0	0	1	0	0	0	1	0	0
32	WILLIAMS O	SPII	4	SP	2	1	SPI	SPII	RII	1	1	1	1	1	0	1	0	0	0	0	0	1
33	BARTRAM R	SPII	4	SP	2	1	SPI	SPII	RII	0	1	0	0	0	0	1	0	0	0	0	0	1
34	FOWLER R	SPII	4	SP	1	1	EDEVL	SPI	III	0	1	1	1	0	1	0	0	0	0	0	0	1

OB	NAME	CERT	DEGRE	TYPE	PRACT	REVS	EL	MINC	SUPV	OUTEE	REVSE	RESPI	RSPH	RPIH	ADQ	NADQ	NTR	ITR	BACH	MAST	DOCT	SIXT
35	BERRY R	SPI	2	SP	2	1	SPI	SPI	III	1	1	1	1	0	0	1	0	0	0	1	0	0
36	HALTIWANG	SPI	2	GC	1	1	SPI	SPI	RII	1	1	1	1	1	1	0	0	0	0	1	0	0
37	SANCHEZ S	SPI	2	SP	1	1	EDEVL	SPI	RII		0	1	1	0	1	0	0	0	0	1	0	0
38	BROWN B	SPII	4	SP	1	1	SPI	SPI	RII	1	1	0	1	0	1	0	0	0	0	0	0	1
39	REEVES S	SPII	3	SE	4	1	SPI	SPI	RII	1	1	1	0	0	0	0	1	0	0	0	1	0
40	HOLLON T	SPII	4	SP	1	1	SPI	SPI	RII	1	1	1	1	1	1	0	0	0	0	0	0	1
41	HATCHELL D	SPI	2	GC	1	1	SPI	SPI	RIII	1	1	1	0	0	1	0	0	0	0	1	0	0
42	THURMAN E	SPI	2	SP	2	1	SPI	SPI	RII	0	1	0	0	0	0	1	0	0	0	1	0	0
43	INGLESE S	SPIII	3	GC	4	1	SPI	SPI	IIII	0	1	1	1	1	0	0	0	1	0	0	1	0
44	BANKS L	SPII	2	GC	2	1	SPI	SPI	RII	1	1	1	1	1	0	1	0	0	0	1	0	0
45	FINUE S	SPII	3	SP	1	1	SPI	SPI	RII	0	1	1	0	1	1	0	0	0	0	0	1	0
46	WELCH F	SPII	2	GP	3	1	SPI	SPI	RII	1	1	1	1	1	0	0	1	0	0	1	0	0
47	COKER M	EDEVL	2	ED	1	1	EDEVL	SPI	III	0	0	1	0	0	1	0	0	0	0	1	0	0
48	BRECKHEIM	SPII	2	SP	1	1	SPI	SPI	RII	1	1	1	1	1	1	0	0	0	0	1	0	0
49	JAMES N	SPIII	3	OTH	1	1	SPI	SPI	RII	0	1	0	1	0	1	0	0	0	0	0	1	0
50	KELLEY V	EDEVL	2	SE	2	1	EDEVL	SPI	RII	0	1	1	0	0	0	1	0	0	0	1	0	0
51	MAHAN T		2	CP	1	1	SPI	SPI	RII	1	1	0	1	1	1	0	0	0	0	1	0	0
52	BRANDNER T	SPI	2	SP	1	1	SPI	SPI	RII	0	0	0	1	0	1	0	0	0	0	1	0	0
53	WALFIELD R	EDEVL	2	GC	1	0	EDEVL	SPI	III	0	0	0	0	0	1	0	0	0	0	1	0	0
54	JONES D	SPII	4	SP	2	1	SPI	SPI	III	0	1	1	1	0	0	1	0	0	0	0	0	1
55	SEGARS J	SPII	3	SP	2	1	SPI	SPI	IIII	1	1	1	1	0	0	1	0	0	0	0	1	0
56	BRAZEAL D	SPI	2	GC	2	1	SPI	SPI	RIII	1	1	0	0	0	0	1	0	0	0	1	0	0
57	GREENE R	EDEVL	3	GC	1	1		SPI	RIII	0	0	0	0	0	1	0	0	0	0	0	1	0
58	PEARSON J	EDEVL	2	GC	1	0		SPI		0	0	0	0	0	1	0	0	0	0	1	0	0
59	TINSLEY D	SPII	4	SP	1	1	SPI	SPI	RII	1	1	1	1	1	1	0	0	0	0	0	0	1
60	ROBINSON L	SPII	2	SP	2	1	SPI	SPI	SREC	1	1	0	0	0	0	1	0	0	0	1	0	0
61	BARNETT E	EDEVL	2	GC	1	1	SPI	SPI	RII	1	1	0	0	0	1	0	0	0	0	1	0	0
62	STALLWORT	SPI	2	SE	1	1	SPI	SPI	RII	1	1	0	1	1	1	0	0	0	0	1	0	0
63	JOHNSON R	SPIII	3	SP	3	1	SPI	SPI	IIII	1	1	1	1	0	0	1	0	0	0	0	1	0
64	GALLAGHER	SPIII	3	ED	1	1	EDEVL	SPI	IIII	0	1	1	1	1	1	0	0	0	0	0	1	0
65	EVANS D	SPI	2	GC	1	1	SPI	SPI	RII	1	1	0	0	0	1	0	0	0	0	1	0	0
66	TAYLOR V	SPII	2	GC	1	1	SPI	SPI	RII	0	0	0	0	0	1	0	0	0	0	1	0	0
67	BUIE J	SPI	2	SP	1	1	SPI	SPI	RIII	1	1	1	1	0	1	0	0	0	0	1	0	0

The South Carolina Department of Education, Office of Programs for the Handicapped, would like your evaluation of this publication.

1. Name of publication _____

2. How do you use this publication?

3. Based on your own experience, do you rate this publication

☐ very good ☐ good ☐ fair ☐ poor ☐ very poor

4. Did you find the material:

Yes No

Easy to read and understand?

☐☐

Organized for convenient use?

☐☐

Attractive?

☐☐

Complete?

☐☐

5. Other comments

6. Your job title (teacher, curriculum director, principal, etc.)

7. Signature and address (optional)

8. Date _____

(FOLD ON DOTTED LINE)

Place
Stamp
Here

Consultant, Psychological Services
Office of Programs for the Handicapped
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201